

STUDENT-PARENT RELATIONSHIPS
DURING COLLEGE YEARS

by *S. S. S.*

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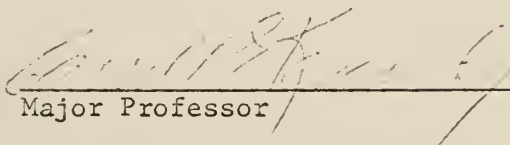
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CHAPTER I

INTRODUCTION

Helping students effectively plan their college experience requires a continuing knowledge of the effects of various college situations for students with varying backgrounds and relationships. Parent-student relationships during college are an important factor to such understanding. The writer found very few studies which report specifically upon characteristics of the student-parent relationship during college. This study has undertaken to look intently at that relationship in the lives of six college girls over a three-year period. Hopefully the understanding gained will contribute to the increasing fund of information relating to the characteristics and developmental processes of college students.

The six cases presented in this thesis are a descriptive study resting upon an overwhelming abundance of information arising out of weekly group discussions with the girls for a period of three years at Kansas State University. The selection and organization of materials reflect subjective judgments of the writer. For that reason it is important that the reader have an awareness of the writer's point of view relating to areas considered in this thesis.

This introduction provides a general overview of the writer's position regarding the developmental tasks occurring during college years. Together with chapter II which reviews various aspects of

student-parent relationships, it suggests the general framework in which the material in this study was approached.

The writings to which the author is most indebted as being the conscious source for her ideas on this subject have been included in the list of references. Explicit reference was not made in the text to all the writings included in the list and there are undoubtedly articles not listed which have had a bearing on the development of her thought in ways of which she is unaware.

Late adolescence is a period for which research is limited. Many persons think that it is just an extension of earlier periods with no new developmental or growth processes and thus does not really warrant extensive research. However, Freedman (1967) has challenged this, stating that the college years are a period deserving attention in their own right. This developmental phase has certain characteristic problems or conflicts and certain systematic ways of meeting them. He believed that this phase may be as important for the adult personality as the developmental phases of infancy and early adolescence.

Since no two persons have the same heredity and environment, each student comes to college with a different set of background experiences. Thus no two students are at exactly the same stages of maturity or self-actualization when they begin college. However, late adolescence is the optimal time to emphasize growth in certain areas. Contemporary writers have identified some growth trends and processes of late adolescence and developmental goals characterizing this period have been suggested (Erikson, 1955; White, 1966; Sanford, 1962, 1966). These include the stabilizing of ego identity, deepening of interests,

freedom in personal relationships, humanizing of values, and development of total personal effectiveness.

Most of the growth trends and processes of this period are part of the student's launching out on his own. Attending college allows a student to begin the eventual task of taking full responsibility for himself while he is still somewhat attached to home. In a way it can be beneficial for a student to know he can still depend on his family for financial help, decision-making and support. Yet this same support can be seen as an obstacle in the process of becoming independent and developing his unique personality (Murphey, Silber, Coelho, Hamburg & Greenburg, 1963). Sanford (1962) stated that it would appear that leaving home to attend college is in some ways highly favorable to the development of personality. However, a conflict may arise when a student tries to integrate the desire for independence from parents with the conflicting desire for continuing positive relationships with them (White, 1966). He is faced with the struggle to become a person in his own right, with formulating his own value system. Hopefully, college will provide the type of environment and atmosphere which allow students the freedom to explore, grow, and get to know themselves and others better.

One of the greatest challenges facing a college student is that of obtaining independence or autonomy. He needs to develop the ability to rely on personal experiences rather than outside judgment, to establish the sense of self while at the same time giving adequate attention to the world around him. This is the process referred to as the stabilizing of ego identity. A student who relies too much

on social confirmation to establish his identity is constantly at the mercy of the shifting social situation. For most people the attainment of autonomy is a gradual process, beginning in early infancy and continuing throughout life. However, for an adolescent the growth toward independence and autonomy is especially crucial. When he leaves home to attend college he has the opportunity and challenge to begin practicing his independence. For the student who has been very dependent on parents or others, college might provide the first opportunity to begin depending on himself. The residential student is away from home and therefore can test out his values and beliefs without constant pressure the commuter student may feel from his family to conform to their standards (Schuchman, 1966). If the student does not want to assume responsibility for himself he can find someone on campus to take over the authority role. Or a student could continue the same relationship with his parents by commuting to school while living at home or even by extensive corresponding and frequent visits home.

For students whose parents have begun preparing them for increased independence, beginning college away from home will not be such a major step. Some students may have had so much freedom during high school years that college living imposes more restrictions on them (e.g., dorm hours and rules) than they had been accustomed to at home. However, being away from parents allows freedom which cannot exist while the student is living at home.

Late adolescence is a period in which accepting oneself as a worthwhile person is extremely important. If a student has confirmed his worth through the relationship with his parents over many years,

this period will be less threatening. Parents can help instill a feeling of worth in a child in many ways. Expressing feelings of worth may often be in subtle non-verbal form. Allowing a child the right to his own belongings and privacy, the right to his own decisions, the responsibility for being in charge of certain essential operations (not just made-up jobs) in the family--all these help the child understand that he is a person in his own right. In today's society, when children are no longer automatically an essential part of the economic system in the home, making plans which allow every member to be an important part, not just an economic burden, is imperative.

A student whose sense of worth has not been established in earlier relationships with parents, friends, and other significant persons in his life has a harder time developing a creative autonomy. He may be unable to risk trying new experiences if his self-concept is one of self-doubt. In order to step out into society and become a contributing member, a person needs to feel worthwhile. Parents greatly affect this during college years by their ability or inability to accept the student as a person with ideas, values, and beliefs of his own. In order to do this parents must be secure enough to allow their son or daughter to be a person separate from them and to realize he can have conflicting views.

An important part of stabilizing ego identity is learning a masculine or feminine social-sex role. This again is not just begun at college age. However, since the student will be on his own after college, the college years need to provide the opportunity for him to identify his role and test it out. There is great variation among

entering students in their levels of development in this area. For some it may be the beginning of dating and associating closely with the opposite sex. For others it will be a continuation of a process started much earlier. It is possible to go completely through college and still avoid any real growth in this area. The opportunity is present but the student is free to take advantage of it or not as he wishes.

The basis for the role the student assumes is derived from observations of others, especially the parents. This begins in early childhood. The student is greatly influenced by the roles his parents play. The way his parents relate to each other gives the child his first impression of what his social-sex role should be. How the parents view themselves and whether or not they are happy in their present roles affects the student. Another important factor is how the parents treat the student while he is in college. A boy who continued to get treated as mama's little darling might find it difficult to assert his masculinity.

College years provide a great opportunity for a student to think about his values and belief system. Humanizing values involves moving from a literal belief in rules to an attitude of relativity, understanding values in relation to social purpose. Students often attend church less frequently or quit entirely right after leaving home to attend college. This may be a healthy sign that the student is questioning what he really does believe and what place religion will have in his life. Often this type of questioning and trying out different methods of operating are virtually impossible at home where regular church attendance and unquestioning faith are expected.

Getting into a variety of courses and being exposed to many new and different ideas often make a student begin questioning values and

beliefs he previously took for granted. If his parents accept this questioning and are able to talk with him about values and beliefs, explaining why they hold the views they do and yet allowing him to decide for himself what values and beliefs he will accept, this process is much easier for the student. If instead, parents are not able to allow the student the right to question and decide for himself his value and belief system, the student is forced to either reject his parents' wishes or conform to their desires. This makes affirming a value of his own much more difficult for the student.

A deepening of interests is achieved when a student learns through his own experiences the inexhaustibility of interesting things. He grows towards this goal when he is able to face problems and solve them or face challenges and meet them. College offers many opportunities by providing varied experiences and circumstances which allow a deepening of interests.

Parents can be a great influence in the deepening of a child's interest by encouraging him to explore and by creating opportunities for the child to discover for himself the multitudes of interesting things. Even while a student is in college parents can encourage exploration and express a genuine interest in the explorations of the student.

Having the freedom which attending school away from home provides allows a student to form his philosophy about people and how they function. Freedom in personal relations is the ability to respond to people as individuals in their own right rather than as mere representatives of the important objects of one's childhood. In college

there are abundant opportunities for new and varied friendships with both students and faculty in which a student can learn that people are different and have the right to be themselves. The student has a chance to think about and decide such things as whether people are basically trustworthy or unscrupulous, what methods of dealing with problems and people are most effective, and how or where he would like to fit into society.

Development of total personal effectiveness includes the increased ability to plan realistically, to set goals, to make decisions, to become increasingly more self-aware, and to become aware of the diversity of human values and the complexity of human experience. This is related to the process of stabilizing identity; it extends this process through enlarging ego boundaries and contributing to its richness and complexity. College can provide varied experiences which build self-confidence and thus favor development. The relationship of a student with his parents will affect his readiness and ability to achieve total personal effectiveness.

No matter how many opportunities college offers for growth the student must be ready and willing to accept them. Otherwise he could graduate without any real growth. Parents are largely responsible for providing the opportunities and atmosphere at home which will prepare the student and enable him to be capable of using college for growth. Growth occurs when present coping behaviors are inadequate for the new challenges. The challenge of a new situation must not be so great as to overwhelm the individual; yet it must be sufficient to facilitate new development. The student needs to maintain continuity

with the past while learning new ways of expressing himself in a progressively responsible manner (Erikson, 1968).

Sanford (1966) emphasized that growth is never terminated. People can continue to develop in these areas throughout their lives. We can be sure that students arrive at college at various stages in the attainment of these developmental goals and no one has completely finished all of them by the time he graduates.

CHAPTER II

THE PARENT-CHILD RELATIONSHIP: VARIATIONS ON A THEME THROUGH TIME

Since the selection and organization of materials in the case studies presented in this thesis reflect subjective judgments of the writer, it is important that the reader have an awareness of the writer's point of view regarding student-parent relationships. This chapter reflects a synthesis of the writer's impressions regarding the effects of various kinds of parent-child relationships. It suggests processes which contribute to effective parent-child relationships. Sources from which the writer drew insight and inspiration are listed in the list of references. Undoubtedly there were other literary sources as well as life experiences unknown to the writer which contributed to this point of view. Therefore, documentation of specific ideas was not attempted. The basic objective of this chapter is to make available to the reader the perceptual context in which the case studies are organized.

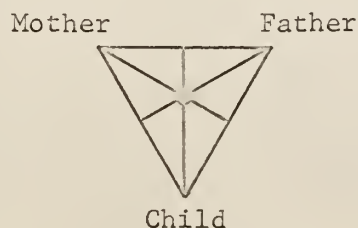
The relationship between parents and a child begins with the birth of the child. Even at an early age a child can sense whether or not he is a wanted and welcome member of the family. For a parent to say he cares and to provide adequately for physical and material needs is not enough. Parents must also show they care. Showing may take such

diverse forms as being willing to sacrifice time for the child or setting rules and sticking with them. In effective family relationships, discipline will not be ignored. In fact, discipline is an essential part of the relationship. However, the discipline will be used to help the child, not to allow parents to take out their frustrations or show their power.

Even within one family the relationship between members is not necessarily the same. In fact, it cannot be because each individual is unique. Instead, an effective relationship is an intangible force which binds people together and builds mutual trust, love, and caring. The overt behavior is not necessarily manifest in the same way. One child may be inclined to talk over with his parents everything he thinks while another child, even in the same family, may keep many things to himself. Yet this does not necessarily mean that one relationship is better than the other.

Because each person is unique, the relationship of a child to one parent is different than his relationship to the other parent. There is not just a single relationship between the child and his parents. There is a relationship between the child and his mother, the child and his father, and the mother and father. All of these relationships are intricately woven together. The relationship of a child to both parents may be very similar, but is not always so.

The relationships between the mother, father, and child in a family can be represented by a triangle.



The dot in the center of the triangle represents the environment in the home as it is affected by the relationships of mother, father, and child. These include the relationships between mother-father, mother-child, father-child, the impact of mother-father on the child, the impact of mother-child on father, and the impact of the father-child on mother. However, the focus of this paper is on the child. Therefore, the main consideration is the child-mother relationship, the child-father relationship, and the impact on the child of the mother-father relationship. All of these are interwoven in the association of a child with his parents.

The associations between a child and his parents can be thought of as on a continuum. On one end is a relationship which is founded on the philosophy of live and let live where each one goes his separate way and there is a bare minimum of any type of interaction or direction. On the other end is an association where one party is the authority, making all decisions and completely controlling the other's life. In the middle is a relationship of warm, loving care with each person being treated as a unique individual who has the right to be himself, but who is also given guidance and support.

While a student is in elementary and secondary school he is constantly surrounded by the ideas, attitudes, and values of his family and community. He may have little contact with other ways of viewing and dealing with life. The student leaves this environment to enter the one at college which is very different and he is exposed to numerous new ideas and ways of dealing with situations. He sees many styles of operating which are very different from his.

Particularly if he is from a fairly homogeneous, small, midwestern city or has been otherwise isolated, this may be the first time he has been exposed to such a variation of values and beliefs. This cannot help but have an impact on the student. He begins to view life in new ways. His parents may seem old-fashioned or unenlightened. On the other hand, being exposed to the many different relationships that other students have with their parents may make him appreciate his parents more fully.

Parents remain in the same environment and are likely to continue the same style of life as they had while the child was home. However, this will be affected by the function the student fulfilled while he was home. If either or both of the parents derived their nurturance from him instead of from each other, his departure will leave a void. This void may be filled by the parents trying to continue the same relationship with the student while he is at school or by getting someone else to fill it. The student also has to adjust to a situation where the parents are not present.

The campus environment will have an effect on the student. There are rules and regulations set up by living groups, instructors, and administrators. For some the rules will be much more permissive than rules were at home while for others the rules will allow less freedom than they were used to at home. A student's response to the authority will depend on his previous experiences. Students tend to respond to others in a fashion similar to their response to parents.

Parents serve many different roles. They may be seen by their children as the source of security, protection and safety; nurturance

and affection; authority; or material gratification. A student's reaction to the environment will be greatly affected by the roles his parents have fulfilled.

There is a great variation between families in the amount of communication with a student who is away at school. The most common forms of communication are telephone calls and letters. Some parents and students both write and call each other at least every week while in other families there is no communication except trips home at vacation time. In some cases students do not even return home for vacations.

What is the effect of the frequency and quality of communication between parents and their children away at school? Unless there is communication every few days, parents do not hear as much of the every day activities of their children as they probably did in high school. Even when parents are concerned and interested it is very difficult for them to be aware of much of what is happening at school. Names of courses may mean little to the parents so it is hard for them to keep up with the student's academic program unless they have had similar courses or hear a great deal about the content of the courses.

The amount of communication which is most desirable for the student's development of autonomy varies. Frequent communication seems to tie the family closer together if the communication is perceived by the student as a concern for him and not as a means of keeping control. However, these close ties may retard the student's growth if they take the place of new relationships.

A student who has grown up in an environment where his parents have made all the decisions may react in many ways when he gets into

school away from home. He may allow his parents to continue to control his life long distance, he may find someone on campus to take over the authoritarian role, he may rebel against all forms of authority, or he may welcome the chance to finally begin asserting his independence. If he does take the opportunity to start becoming autonomous, it may cause difficulty when the student returns home for a vacation. Although he no longer is used to having his life run for him, his parents will probably initially employ their former methods of relating. He may accept the submissive role while at home, rebel against it, or just stay away from home as much as possible. Many students face this problem to some extent upon returning home after being away at school.

A student who has been brought up with the assurance that it is legitimate to be himself and has been instilled with a feeling of self-worth will find college a place to test his autonomy. Since he feels worthwhile as a person he will be free to risk himself in new situations. He knows that his parents are behind him and have faith in him.

A student who has grown up in an atmosphere of live and let live has probably learned to take care of himself. He may rebel against any authority. However, since he does not have the security of having parents who show their love and concern he is not as free to take risks because he does not have the same security to fall back on.

The relationship between a child and his parents is usually maintained for many decades. It is a unique relationship in that it always begins with the complete dependence of one party, the child, on the other party, the parents. Yet in order for the child to

become an independent person, capable of becoming a self-actualizing person, his relationships with his parents must change from one of complete dependence to one in which he is capable of functioning on his own. It is the responsibility of the parents to allow the child to gain autonomy gradually. Erikson (1968) stated "the kind and degree of a sense of autonomy which parents are able to grant to their small children depends on the dignity and sense of personal independence they derive from their own lives."

Parents must be willing to let the student go; they urge independence rather than foster dependence. It is not easy for a parent who cares for his child to stand back and let the child assert his independence. This does not mean pushing a child faster than he is ready to go, but instead allowing him to lead the way. A need to become self-sufficient is present in children almost from the time of birth. Rogers (1961) stated that in all organic life there is evidence of an urge to expand, extend, become autonomous, develop, and mature. Children want to be able to do things for themselves and will learn if given the chance. However, neither does this mean that a child should be allowed to dictate and rule since he does not have the maturity and experience to do so wisely. It is up to the parents, who theoretically do have the wisdom and maturity, to guide the child. They need to understand their child well enough to know when, where, and how much independence will be best for him. Of course, the parents will make mistakes as well as the child. But as long as the mistakes are committed by parents who really love and care for their child in an effort to do what is best for him, the

child will survive. In fact, the process of trying and showing they care should help the relationship to develop. Seeing how parents acknowledge mistakes, deal with the effects in responsible fashion, and maintain a sense of freedom and self-respect is an important factor in the effective development of youth.

Since the child-parent relationship always begins as a dependency one, it is important for the relationship to change. Rogers (1961) has stated ten conditions which are important in any helping relationship. The writer's interpretation of these conditions include being congruent and communicating oneself to the other person, experiencing attitudes both positive and negative about the other person, being a separate person and allowing the other person to be separate, entering fully into the other's feelings, seeing the world as he does without evaluating him, accepting all facets of the person, and accepting the person as in the process of becoming.

This means believing that it is all right to be oneself and acknowledge all feelings both positive and negative. The other person also has the right to be himself, separate from anyone else. This includes being able to recognize a person's behavior as a "fact" although it does not necessarily mean approving or disapproving the behavior. It means allowing each person to make his own decisions and accept the consequences of those decisions. Each person should be given the opportunity within the relationship to view the world from the perspective of the other person who is himself still learning from his own experiences and who is therefore open to the ambiguities and anxieties of responsible decision-making. If the

child-parent relationship can change from one of dependency to one based on these conditions, the student should be prepared to take advantage of the opportunities which college offers.

It was with the concepts discussed in this chapter in mind that the relationships of six college girls and their parents during the three year period 1965-1968 were considered. It is a description of those relationships and the concomitant college experience of those girls that forms the main body of this paper.

CHAPTER III

METHOD

This study was an extension of work being done in the Study of Student Development conducted in the Kansas State University Counseling Center. It focused upon the college experiences of six girls who were subjects in the study over a three year period, 1965-1968. In addition to analysis of the data gathered during that period of time by staff of the Study of Student Development project, the writer conducted individual interviews with each of the girls and each parent of the girls. The special interviews were focused upon the subject of this thesis, student-parent relationships.

Since the fall semester of 1965 groups of students have been meeting weekly during the school year as a part of the Study of Student Development. The case studies for this thesis were drawn from a group of six females which had met for three years. The group terminated at the end of the spring semester, 1968 because most of the members graduated or transferred to other schools the following term.

Five of the girls originally volunteered to become members of the group as part of the work for a course in which they were enrolled. The option to participate for one semester in the research group was one of several available to members of the course. The girls con-

tinued in the study on a voluntary basis throughout the remainder of their college experience. The girls received one hour problem credit one semester as an experiment to note the effect of receiving credit on project participation. (It had no noticeable effect.) The sixth member was invited to join the group during the spring semester, 1966, after she showed interest in the meetings.

During the group's three years they met weekly for an hour with a staff member as a participant observer to discuss matters of interest, importance, or concern to them. The contents of the meetings were summarized on tape by a debriefer and the participant observer. The contents of the tape were typed, coded and filed. Kennedy and Danskin (1968) have discussed the rationale and procedure for the study.

In addition to material from the weekly group meetings, other information in the files used in this study included semester individual interviews for each student; results of the Adjective Check List, Omnibus Personality Inventory, and Cornell Medical Index; autobiographies; and interviews with friends, relatives, and acquaintances of the subjects.

The individual interviews conducted especially for this study were held during the spring and summer of 1968. Interviews averaged somewhat more than one hour in length following a semi-structured protocol. When possible the interviews with the parents were conducted in their homes. However, in two cases this was not feasible. One student, Barbara Miller¹, lived out-of-state, a great distance from

¹All names of students and their families are fictitious and other identifying material has been disguised to maintain the confidential nature of the data.

Kansas State University. Her parents, Mr. and Mrs. Miller, were interviewed in the Counseling Center when they came to visit their daughter. In the case of Paula Reed the parents lived out of the country. Mrs. Reed was interviewed in the Counseling Center when she returned to this country to visit Paula. An interview with Mr. Reed was not obtained.

The writer thought that being able to interview the parents in their homes was a great advantage. Seeing the parents functioning in their own surroundings gave insights which were not apparent within the interview itself. Being able to see the home and how the parents and other family members interacted within it gave further indications of the personalities and life styles of the people involved. It was much easier to form a picture of the parents who were interviewed in their homes than of those interviewed in the Counseling Center. In all cases the interviews were conducted in private with no one present except the interviewer and the parent or daughter being interviewed.

All interviews were taped and the tapes typed verbatim. Not having to be concerned with taking notes gave the interviewer complete freedom to interact with the interviewee. Flexibility in the interview procedures allowed the interviewer to give differing amounts of attention to various aspects of the relationship according to the subjects and areas which seemed to be most important to that particular student-parent relationship. Although some of the parents were hesitant about the interview being taped, each person interviewed tried, as judged by the writer, to be completely honest and to give the best answers he could. In all cases the writer was welcomed and

made to feel at home.

Two of the girls joined the group as sophomore students and four were freshmen when the group began. Two of those beginning as freshmen moved to the University of Kansas Medical Center as part of their nursing program at the end of their junior year. One of the freshmen group went to summer school and was graduated in three years. One of the sophomore members was graduated on schedule in the spring of 1968 and one of the freshmen group was completing her senior year on campus in 1968-69. The other sophomore girl was also on campus in 1968-69, part-time, finishing some incomplete courses. All the girls were in the average range of scholastic aptitude as indicated by American College Testing scores. The appendix provides psychometric and demographic descriptions of the subjects.

This was a descriptive study delineating the college experiences of six girls against the background of pre-college home life and student-parent relationships during the college years. Assessment of development was impressionistic. Cause and effect relationships, where indicated, were in the form of suggested hypotheses. An enormous volume of observational and interview information was available on each student.

It was the objective of this study to achieve a functional description of the development of each girl and to parallel that description with an account of the kinds of contacts which persevered between student and parent. Chapters IV through IX were devoted to case studies describing each girl on the basis of information brought together from the sources listed above. Material was considered in

terms of the developmental stages and personal effectiveness of the girl. Special attention was devoted to describing the characteristics and seeming quality of the student-parent relationship. In chapters X and XI the general effect of various types of relationships as associated with growth processes of the individual girls considered in this study was discussed.

CHAPTER IV

RUTH SCOTT

At the time of the interview Ruth described herself as idealistic, hard working, seeking perfection, loyal, honest, and frank. She explained that her lack of close friends was due partly to her being frank and therefore not too tactful. She saw most people as being two-faced and had no desire to have such people as friends. Ruth had been disillusioned several times by people she thought were great who, as she perceived it, later let her down.

Ruth impressed the writer as a slim, talkative, friendly student with definite opinions. She described events in detail with gestures and enthusiasm. She said she was equally close to both parents but most examples she cited were about her father rather than her mother. Ruth stated that her parents had explained although the children were important to them their relationship was of primary importance. Ruth felt this was one reason for the success of her parents' marriage.

The writer's impression of Mr. Scott was of a well-dressed, articulate man with carefully thought out opinions. He did not seem much older than the fathers of other group members, but he made the comment that he and his wife were old enough to be Ruth's grandparents. His thoughts and ideas were presented with conviction. During the interview he seemed to be lecturing as well as giving information. He

had definite opinions on all subjects and described himself as a radical conservative. He had tried to make Ruth understand that most people were not basically good and that discriminating between people was essential. He mentioned that his relationship with Ruth was not as close as he would like, but that he expected it to improve. He was obviously proud of all three of his daughters and thought he and his wife had done the best job they could have of raising them properly. He could not envision any changes he would make in rearing the children if he had another chance to do it. He had an authoritarian manner which carried over in the relationship with his family.

Mrs. Scott was very hesitant about being interviewed, especially about being taped. After Mr. Scott had been interviewed she commented that she guessed she had put it off as long as possible. She seemed constantly afraid of giving the wrong answer, but seemed to try to be open in answering questions. She was very reserved and let Mr. Scott make the decisions and dominate the conversation when they were together. She said that she and Ruth had been close in high school but that there had been little communication between them since Ruth had started to college. She showed a great desire for an intimate relationship with Ruth, but seemed helpless and at a complete loss to know how to evolve such a relationship. The interior of the home supported Ruth's statement that her mother was a meticulous housekeeper. Mrs. Scott had never worked outside her home; she seemed content in a homemaking role. She was highly organized which Ruth did not like. For instance, she always planned menus a week in advance. Mr. and Mrs. Scott did not go out often. They spent most of their evenings at home either reading or listening to classical music.

Decision-making

In high school Ruth was not given much freedom to make her own decisions. Hours were set for her; she was not allowed to go out on week nights and only twice on the weekend. Mrs. Scott usually accompanied Ruth when she bought clothes although once in a while Ruth picked out something on her own. Since Ruth did not pay for any of her purchases she did not have a chance to learn to budget money. Mrs. Scott mentioned that on looking back she thought that Ruth should have been given responsibility earlier. Ruth stated that she wished she had had more experience in decision-making in high school. She felt under a great deal of pressure when all responsibility for keeping track of the money she spent was given to her when she began college.

Ruth emphasized that deciding to switch majors even though her parents did not approve or sanction the change was a turning point in her life. She felt that after that she was given much more freedom and treated like an adult at home.

Communication

Ruth admitted she was a poor letter writer which was confirmed by her parents. Mrs. Scott wrote a letter or card weekly when Ruth began college, but these dwindled off since Ruth did not return many of the letters. Ruth called home many times instead of writing. She estimated that there was communication of some sort about once a month. When Ruth's sister, Jill, began college, Jill wrote home faithfully. Consequently, Mrs. Scott wrote Jill oftener than she did Ruth because Jill returned the letters. Mr. Scott did not write letters even when away from home. Instead he called to talk with the family. Ruth said she had received one letter from her father in her life and it con-

tained five words pertaining to business she needed to complete.

Family togetherness

The Scotts spent little time going places as a family. They took yearly vacations which Ruth objected to because they always maintained a strict schedule. Ruth would have preferred traveling at her own speed.

Dinner time was a family time. There was no excuse for missing dinner although once in a while someone had to leave early for a commitment. The family always dressed for dinner. Mr. Scott did not allow slacks at dinner or even in the house until after Ruth had been away to college and came home one vacation wearing them. Personal or intimate subjects were not discussed by the Scotts. Dinner conversations revolved around such topics as politics and religion.

Health

Ruth described her health as probably not very good although she mentioned that she did not like to think of herself as having poor health. She suffered from both asthma and allergies. During high school she took medication and followed a restricted diet with no milk or wheat products. In this way she was able to control her allergies. After she went away to college, her health became much worse. She was unable to avoid milk and wheat products. She received much less sleep than she had in high school. Ruth estimated her average night's sleep at between three and four hours. Ruth admitted that part of her illness was psychological. School work presented a great strain. If she were sick she had a valid excuse for handing in projects late and this was accepted by most of her instructors. She was often in Student Health Service or making trips home to see medical specialists.

She took asthma shots for a while, but after talking with Mr. Scott she decided with positive thinking she would be all right without the shots. She quit taking them and was able to get along without them. Ruth blamed most of her health problems on the pressures of school. She mentioned that her health improved during the summer. She missed a great deal of school because of illness but had never missed work. Because of the great amount of school missed Ruth had many incompletes and classes she had withdrawn from, she had to return to school for a fifth year.

Relationships with siblings

Ruth was the oldest of three girls in the Scott family. She had a sister, Jill, three years younger and a sister, Carol, two years younger than she. Ruth said she did not have a chance to get to know Carol well. In fact, Ruth mentioned that Carol seemed a little afraid of her. However, Mrs. Scott said that when the girls were small Ruth and Carol were close and left Jill out. Jill described her relationship to Ruth as being fairly close while they were growing up, but not too close now. Jill saw herself as closer to Carol than to Ruth. Mrs. Scott said that Jill and Carol had become very close after Ruth left for college and were still closer to each other than to Ruth even though Jill had been in college with Ruth for a year. Ruth, on the other hand, said that she and Jill were not too close when young, but that they had become much closer since Jill began college. In fact, Ruth described Jill as her best friend.

Relationships with peers

Ruth has had few close friends. She named only three girls who had ever been close friends. Before her sophomore year in high school,

the Scotts moved and Ruth found it very difficult to establish friendships in the strange, new high school. The Scotts lived in an exclusive subdivision which was quite a distance from the school and which was not on the way home for any of Ruth's classmates. Ruth's friends usually came to the house just for specially planned parties. Mr. Scott mentioned that Ruth rejected all his and Mrs. Scott's attempts to introduce Ruth to their friends' children her age. Ruth was not allowed to go out with a group of school girlfriends to get something to eat or to go to a movie. Therefore, she had little contact with her peers except in classes and at special parties.

Ruth was required to attend her parents' parties and get to know the adults who had been invited. Although Ruth admitted that she had not liked it at the time, she thought later that it was a good experience. When Ruth got into the sorority she was sorely disappointed with the girls. To her they seemed childish, rowdy, unladylike, and immature. She was convinced that this was a typical description of girls in general and not just her living group. The lack of contacts with peers in high school and the emphasis upon interactions with adults undoubtedly affected her perceptions of her peers in college.

Ruth mentioned that she had never had a boy as a friend. Ruth believed that there was something wrong with girls who did have boys as friends rather than as dates.

Interaction in the group

Ruth was a year older than the rest of the members of the research group. As a sophomore she often gave advice to the others who were freshmen. This advice seemed to be accepted by them. Ruth always

seemed to have definite opinions on matters, although the source of the opinions was questioned by Ruth's roommate who said Ruth formed her opinions without reading a newspaper or listening to the news.

Ruth often missed group meetings and was usually late for those she attended. The group was described as different when Ruth was gone. Some of the other members seemed to be less defensive when Ruth was not present. When she attended a meeting after missing two or three times the group was anxious to catch up on what Ruth had been doing. During the last year the group met, Ruth made more of an effort to attend meetings and was present oftener than she had been the first two years.

Financial arrangements

Ruth was not sure what her parents' actual financial situation was. She thought they must have plenty of money because of the house they lived in and some of their expenditures. Yet she felt guilty in asking for money and had a feeling sometimes that they were really not financially well off. In high school Ruth was not given a large allowance to spend as many of her classmates were. For college Mr. and Mrs. Scott paid for tuition, room and board, and school supplies. They also bought her clothes and paid for other necessary items. However, expenditures they considered unnecessary Ruth was expected to pay for herself. For instance, Ruth purchased a high fidelity record player with her own money because Mr. Scott considered it unnecessary. Ruth thought she needed to have a car on campus and that it would improve her health. However, her parents did not agree and refused to buy her a car. Ruth earned money by working during the summers. During the latter part of her college career she also worked during vacations.

She earned additional money as the sorority's dry cleaning agent by collecting dry cleaning bills.

As a freshman Ruth was asked by her parents to keep a record of all the money she spent in order for them to determine how much she needed for expenses. However, Ruth tried to keep the records in minute detail and spent hours trying to balance the figures. Consequently, her parents decided to give her a fixed amount each semester to cover all expenses. Ruth always exceeded the amount and had to ask for money at the end of the semester. However, Mr. Scott said that the amount she went over the budget was not large and he was satisfied with the way Ruth managed her money.

Employment

The summer after Ruth's freshman year she worked in her father's business firm. The next summer she was employed in a printing company. By the summer of her junior year Ruth had decided definitely to major in an art related curriculum and wanted to find a job which would give her experience in the field. Mr. Scott read an article in the paper which said the best reference a major in Ruth's field could have was experience in working for a company that sold household furnishings. Ruth questioned her father about setting up an appointment with the man who had written the article. Mr. Scott suggested that she call his brother, who was president of the company Mr. Scott worked for, to ask about the man. Ruth's uncle encouraged her to make an appointment with the author of the article who worked for a large furnishings store. During the appointment Ruth was offered a job. She began working in the store during the summers and vacations. Ruth was very enthusiastic about her work and she enjoyed it much more than school.

Dating

Ruth dated few boys in high school. During her junior and senior years she dated one boy, John, almost exclusively. He left for college her senior year, but they became lavaliered so she did not date other boys except to special school events. John asked for the lavalier back the summer after Ruth's senior year. Ruth described this as the most tramatic event in her life. Although she dated a wealthy boy all summer who took her to new and exciting places, she was still upset over breaking up with John.

John attended Ruth's yell-in, a sorority event to introduce pledges. He came up to her after the event and hugged her. They began dating again and within a few weeks became lavaliered. During the year they were lavaliered off and on. The fall of Ruth's sophomore year they became pinned. As Ruth described it she could find no one that she liked better so she got pinned. During the fall of Ruth's junior year she was invited to a weekend at a boys' school out-of-state. She accepted and had so much fun she decided to give John back his pin. Within a few weeks she became lavaliered to the boy out-of-state, but after a couple of months returned the lavalier. The second semester of her junior year she began dating several boys. It was a new experience for her and one she thoroughly enjoyed. Ruth selected dates who were high in social standing over those who were not so influential socially. Part of her reason for breaking up with John was that he did not have the status or background she wanted.

During her senior year Ruth dated one boy, Carl, for a while and they became lavaliered. They had many differences, including different religions, and decided to break up. Ruth started dating

around again, became lavaliered to another boy briefly, but then decided to return the lavalier. Within a few weeks after giving back the lavalier to Carl they began dating again and decided to get pinned. Ruth was very impressed with the arrangements Carl made for the pinning which included flowers and a candlelight buffet.

Ruth explained that she had a problem with most boys because they soon worshipped her and would do anything she asked. They became easy to dictate and felt their ideas were not worth as much as hers. She said she did not want this type of relationship. She also mentioned that every boy she had ever dated had asked her out again. Ruth was always the one who broke off the relationship except the one time while she was in high school that John asked for his lavalier back. Ruth is presently engaged to Carl and plans to get married when Carl gets out of the service.

Academic endeavors

In high school Ruth made average grades. She thought this was good considering the size of her class and her ability. Ruth said she studied much more than other students who made the same or better grades. She did not feel capable of making better than average grades in college. Mr. Scott mentioned Ruth had had a very poor background in grade school and school was hard for her.

Ruth began in vocational home economics education because her father thought it would offer her security and she had no idea what she wanted to major in. At the end of her freshman year Ruth wanted to switch into an art related curriculum, but Mr. and Mrs. Scott vetoed the idea. They did not think she had given herself enough time in education and thought her choice of major would offer low pay and

little security. During her sophomore year Ruth switched majors without telling her parents first. According to Ruth, Mr. Scott was very upset for a while when she told him she had switched majors. Mr. Scott stated in the interview that he thought Ruth was getting a degree the hard way, but that he was proud of her and her decision to switch majors even against their wishes.

Ruth felt it was very important to get to know instructors personally. One instructor was initially impressed with her sincerity and interest in making up missed assignments. However, he soon became disgusted with her constantly missing classes and not doing assignments. She waited until the last week of the semester to get in touch with the instructor and ask for makeup work and an incomplete in the course.

Ruth was often ill and missed many classes. She mentioned that instructors in her major field understood and did not penalize her for turning in work late. She described herself as always trying to work to perfection. She put in many more hours on projects than the average student and admitted that she often worked so long on a project that she made it worse instead of better. She stayed up until three or four a.m. almost every night studying. She did not seem to have effective study habits. When asked how much Ruth studied, Ruth's roommate replied, "About half as much as she could." At the time of the writing Ruth was not enrolled in school, but was working in Manhattan and trying to finish incomplete courses so that she could graduate.

Value and belief system

Ruth stressed that her parents had done an excellent job of raising her and that she had turned out quite well. However, she was puzzled by watching other parents rear their children in what she

perceived as a similar way only to have the children not turn out well. Because of the confusion and not being able to pinpoint the reason that she had developed differently and better than others, she stated she did not care to ever raise children. She could not bear the thought of them being like her peers.

Ruth was very conscious of status and prestige. Her whole value structure seemed to revolve around this. Labels and names of clothing and furnishings were important to her. She often spoke of how well-known her family was and how necessary it was to have connections.

Mr. and Mrs. Scott were brought up with different religions. When they married, Mr. Scott, who had not had a strong religious background, became a member of Mrs. Scott's church. They were active members of a protestant denomination. Mr. Scott felt strongly about being a member of a church where laymen were completely in charge of hiring and firing the minister and of other administrative matters. While Ruth was in high school she attended church every Sunday with her parents. After she began college she attended only occasionally.

One of the reasons Ruth broke up with Carl was that he was Catholic and she was protestant. However, after a while Ruth began attending church with Carl and decided that she liked most of the ritual. Ruth thought her father could accept her changing religions but felt her mother would be deeply hurt. Mr. Scott did not think Ruth would be able to accept all the teachings and doctrines of the Catholic church and would return to her former denomination.

University living group

Ruth went through rush before her freshman year. She was quite surprised when Mr. and Mrs. Scott told her not to be disappointed if

she did not pledge. Not joining a sorority had never entered her mind. As Ruth put it, "It had never occurred to me that I wouldn't be the belle of the ball." Ruth explained that she pledged the house she did because she was impressed with the ceremonies and the sincerity of the girls. She did not pledge her mother's sorority although she mentioned having enjoyed a legacy weekend she had spent at the house earlier. At the time Ruth was convinced that Mrs. Scott was deeply hurt that Ruth did not pledge her sorority. Ruth thought that this interfered with their relationship. However, she later decided that Mrs. Scott had not been as concerned about it as Ruth had previously thought. Mrs. Scott expressed regrets that she had not let Ruth know how important it was to her to have Ruth join her sorority. Mrs. Scott thought that in trying to not overly influence Ruth she had given Ruth the idea that it did not matter to her which sorority Ruth pledged.

Ruth was highly organized in keeping her room neat when she first began college. Nothing was allowed to be out of place. Her standards became slightly more lax as she progressed through school. Ruth did not like to have her life planned. Instead, she preferred to do things on the spur of the moment.

When Ruth moved into the house, she was very disappointed in the girls. She roomed first with her pledge mother whom she greatly admired. However, she soon became disillusioned with her pledge mother and decided her pledge mother was self-centered and two-faced. Ruth was also disappointed in the other girls. She viewed them as rowdy, uncouth, and acting extremely childish. Ruth cited as an example that they sometimes went down the corridors yelling and giggling.

In all of the activities Ruth participated in she wanted to be an officer. She explained she did not think she could contribute much as

just a member. Ruth wanted greatly to be an officer in the sorority but was never elected to an office. She felt cheated at not being given a chance to be an officer. She thought that the members of the sorority did not regard her as highly as they should. During her senior year Ruth spent very little time at the sorority house and did not participate in house activities.

Choosing a college

Mr. and Mrs. Scott asked Ruth to consider many schools. They especially stressed Mrs. Scott's two alma maters, but Ruth rejected both of them. Mr. Scott explained this saying that Ruth did not want to attend a girls' school and that living in Kansas she had heard many unfavorable comments about Missouri schools. Ruth mentioned that she later wished she had attended a girls' school for two years. She described acquaintances who had gone to girls' schools as much more sure of themselves, more composed, and more ladylike. Ruth finally decided to attend Kansas State University because of its good reputation in home economics. She visited the campus and decided she liked the friendly atmosphere. Another factor which influenced her was that her boyfriend was attending Kansas State.

Omnibus Personality Inventory

Ruth's scores on the Omnibus Personality Inventory paralleled many of the aspects reflected in her pre-college history and college experience. The test described her as low in autonomy and high in need for social acceptance. Her scores manifested a high pattern of feminine and esthetic attitudes dealing with expression and appreciation of cultivated styles and beauty.

Summary

Ruth came to college dependent upon her parents, sheltered from day by day contact with peers and the world outside the family. During her college years she undertook to establish some autonomy involving both distance from parents and organization of her own life. She was only moderately successful. Her frequent illnesses and trips home provided lines even though the more conventional communication form of letter writing was seldom used. She communicated with parents on a crisis basis and depended upon her family to make connections for her. She looked to the family name and style for her legitimacy.

By not choosing her mother's sorority and by changing majors, Ruth staged deliberate acts of independence. In both instances she carried feelings of guilt for some time. One wonders also whether her decisions to go against family expectations were, at the time, acts of independence or acts motivated by a fear she would not be able to perform the role her parents expected.

Ruth's parents' value system was certainly a point of reference for her throughout her college career whatever the relationship might be described as being. Her home was not open to her college friends, but neither had it been to her high school peers. Although she vocally rebelled during the interview against some of her parents values, her style of life generally reflected their beliefs.

CHAPTER V

WILMA KENT

The writer's impression of Wilma as a freshman was of a somewhat reserved, shy, slender, attractive girl. She found it difficult to share herself and was more concerned with seeking out adult standards and approval than those of peers. She felt incapable of making the grades her parents expected and resented being compared to her brother for whom school seemed easier and who had attended a less academically competitive school.

Through the course of her college career Wilma became more spontaneous, more able to express herself, more confident of her assets and capabilities, and less concerned about grades and trying to compete with her brother. She was finally able to assert her independence from her parents by rebelling against being told how to live her life. Through relationships with sorority sisters she gained many close friends.

Wilma did not deviate from her main purpose, that of getting through school as quickly as possible so she could get married. She graduated in three years by going to summer school. This singleness of purpose gave her a direction which was a stabilizing force in her life. However, in concentrating on this goal she did not have the time or interest left to avail herself of many of the opportunities available in college.

Wilma's father was a medium-height, slim, talkative man who enjoyed being with people and who was concerned with his daughter's welfare.

He thought it was important to be with his family as much as possible and arranged his work to be home for dinner every night although this was not a common procedure for men in his position. He always left messages where he would be in case the family needed to get in touch with him. Following a slight nervous breakdown several years ago he curtailed his activities and lessened the pressure of his work. His business, working with people in a selling capacity, he enjoyed thoroughly. He stressed sincerity and honesty as being very important. He seemed dubious as to whether Wilma had fully accepted their values or whether she would accept those of Jim's, her boyfriend.

Mrs. Kent was a nervous person who seemed not sure what was expected of her. She was inclined to follow rather than lead and seemed overly-concerned whether or not she was giving the "right" answers. She was apologetic that her method of child rearing was not right. Although her life was wrapped up in her children, she seemed resigned to the fact that with Wilma away at school she had no control or way to really keep in touch with the college world of Wilma. She seemed baffled by Wilma's lack of acceptance of her incessant concern. She was definitely concerned with Wilma, but it took the form of control, with Mrs. Kent always trying to make Wilma do what Mrs. Kent thought was best. She found it extremely difficult to allow Wilma to be a separate person capable of running her own life.

Differing perceptions on meaning of "authoritarian" activity

Wilma described her parents as authoritarian, setting rules and expecting her to obey without any apparent explanation of the reasons for their decisions. Mr. and Mrs. Kent did not view themselves in this manner, expressing instead that they had directed Wilma but usually did

not order her to comply. What Mr. and Mrs. Kent referred to as suggestions, Wilma referred to as orders. Although the orders were not really explicit, Wilma perceived them as binding.

During high school Wilma accepted the rules with little question. Mr. Kent commented that Wilma was never a difficult child to raise. However, after attending college away from home she found it difficult to accept the situation at home when she returned there for weekends or vacations. She spent a great deal of time during her visits home studying or with her boyfriend, Jim, which made the situation more tolerable for her. She described the situation as "gritting my teeth and bearing it" until she returned to school. However, the summer after her last year of college (shortly before her wedding) she finally could not stand the situation and spoke back to her mother rather than remaining silent. This apparently relieved the situation a little, but left Wilma feeling slightly guilty and Mrs. Kent confused and hurt.

Communication with parents

There was often a lack of understanding and communication in the relationships between Wilma and her parents. One example was the difference of opinion on the amount of regulation enforced. Wilma said her parents set specific hours for her to be in; Mr. Kent said there were no set hours. However, one night when Wilma came home after midnight Mr. Kent met her at the door, reprimanded her and Jim, and informed her that it was after midnight. After that she knew she was supposed to get home before midnight.

Mrs. Kent said that Wilma decided for herself when and how much to study. However, she mentioned that if Wilma decided to wash her hair after supper before beginning to study she asked Wilma if she

should not be studying. Mrs. Kent was also concerned that Wilma studied too late at night. She said she often woke up after having been asleep for two or three hours and saw the light on under Wilma's door. It was very difficult for Mrs. Kent to let Wilma be responsible for herself.

Academic endeavors

Wilma made average grades in high school. She found school work more difficult than her brother did and was required to spend many hours studying. Wilma felt pressured by her parents to make high grades. There seemed to be a conflict in that Mrs. Kent expected Wilma to make good grades but did not approve of Wilma staying up late studying.

In college Wilma continued to make average grades. She had difficulty with a few courses, but was dedicated to getting a degree and devoted the time necessary to pass the courses. During the latter part of her college career her grades improved. It may be she was getting into areas which dealt more specifically with teaching and thus she was more interested. Maybe seeing her goal of obtaining a degree getting closer gave her more incentive. Wilma went to summer school each year which enabled her to graduate in three years.

Dating

In other areas Mr. and Mrs. Kent disapproved but were unable to openly express their disapproval in a constructive manner. The most outstanding example of this was reflected in Wilma's dating pattern. Wilma dated one boy steadily throughout high school and college. Although Mr. and Mrs. Kent did not approve either of going steady or of the boy Wilma was dating, they apparently did not insist that she not go steady nor explain the reasons for their decision. Instead,

they hinted and inferred their wishes. In this case Wilma did not heed their wishes and since she was not forbidden to go steady, she continued to do as she wanted.

Wilma was a cheerleader and spent many hours in high school rehearsing with the other cheerleaders. Any other free time she spent with Jim. Mr. and Mrs. Kent disapproved of Wilma spending so much time with her boyfriend and little with other girls. However, they did not actively try to change the situation. During college Wilma returned home every three or four weeks to see Jim. On weekends when she did not go home, he went to Manhattan to see her.

At the time of the interview, Wilma was planning on getting married within a couple of months to Jim. She had dated him for six years. Yet, after all this time Mr. and Mrs. Kent still referred to Wilma's finance as "that boy she is going to marry." Mr. Kent expressed disapproval of Jim because he viewed Jim's interests, values, and beliefs as opposite of theirs. He made the comment, "We'll see who wins," referring to whether Wilma would accept her husband's ways or try to convert him.

Relationship with sibling

Mr. and Mrs. Kent's other child was a boy several years older than Wilma. Mrs. Kent commented that he probably seemed more like a third parent to Wilma than a brother. Wilma described her relationship with her brother as not too close. Her brother had completed college and obtained a Master's degree. When Mrs. Kent spoke of Wilma's brother it was with an understanding and approval which was not present when she discussed Wilma.

Financial arrangements

During high school Wilma worked a few hours a week as a waitress. This experience served to convince her of the necessity for a college degree so she would be able to do something she wanted to. Although Wilma soon grew to despise the work and the hours, she did not express this to her parents until after she went away to college. The money she made as a waitress she saved. As Mrs. Kent described it, "She saved hers (money) and we paid out." She used her money to purchase items which were not approved by her parents such as contact lenses.

Wilma's parents provided financially for her college education. She was never given an allowance, but asked for more money in her checking account when she needed it. Wilma did not spend money extravagantly and often saved on clothing by making outfits rather than buying readymade ones. When joining a sorority increased her expenses, Wilma said her parents insisted she contribute to the additional expense. She got a job part-time as a typist to help with the expenses. Mr. Kent stated that Wilma was not very good at keeping track of her account so he kept track of the checks she wrote.

Effect of mother working

Mrs. Kent began working full-time when Wilma was in the eighth grade. She had a fairly inflexible schedule so Mr. Kent arranged his schedule to pick Wilma up or take her anywhere she needed to go. Wilma said her mother's working did not greatly affect her because she was old enough to take care of herself. Since Wilma generally had to stay after school for some type of practice, Mrs. Kent usually arrived home before Wilma.

Family togetherness

During high school the Kents ate breakfast together but with not much conversation. Dinner was eaten together while watching the evening news. Consequently, discussion often centered on news items. Wilma usually related some of her activities and school problems. However, Wilma was not talkative and often did not comment unless specifically questioned. The problems and concerns of Mr. and Mrs. Kent were sometimes the topic of conversation. They did not try to hide their problems from Wilma but neither did they make a point of sharing them with her. After supper Wilma went upstairs and spent the evening studying.

On weekends Wilma helped around the house part of Saturday, studied, and went out Saturday night. Sunday the family went to church together except when Wilma worked on Sunday. She studied in the afternoon and evening or went to the church youth group. Sunday evening was considered a school night and Mr. and Mrs. Kent frowned upon Sunday evening dating. Whenever there was a ballgame at which Wilma was cheerleading, Mr. and Mrs. Kent attended the game. Mr. Kent expressed pride in Wilma but made their attendance at games sound more like duty than pleasure.

Mrs. Kent mentioned that she had griped at Wilma a lot, but that they got along fine in high school even though they sometimes had misunderstandings. She described Wilma as a quiet girl who usually did not volunteer information unless she was asked a question.

Difficulty of sharing experiences during college

When Wilma went away to college Mrs. Kent seemed at a loss to know how to continue a relation ship with her daughter. She wrote and

received letters about once a week unless there was a telephone call in which case Mrs. Kent saw no reason for writing that week. Mrs. Kent expressed regret at her lack of knowledge about Wilma's experiences at college. However, she said she did not try to understand or learn about the classes Wilma was taking. She commented that she had not had a chance to know any of Wilma's college friends. Wilma explained that whenever she mentioned a good friend her mother could not remember anything Wilma had said about the friend previously or who she was. Mrs. Kent said that she had no way of really knowing what was going on or controlling Wilma in any way. In response to several questions she answered that "This is what Wilma said but I have no way of checking to see if this is what she did."

Decision-making

Going away to school gave Wilma a chance to begin stabilizing her ego identity. Wilma's mother wanted her to stay at home and attend a local university, but it did not have a strong program in the field in which Wilma was interested. Wilma did not want to remain at home and her brother encouraged her to attend school away from home. Away at school she was free from the pressure of parental ordering or suggesting. She began to make more decisions for herself. This caused friction when she went home for visits and was expected to fit into the old pattern.

Extracurricular activities

During high school Wilma's interests were limited mainly to cheer-leading and Jim. Although Wilma's parents did not approve of her limited activities they did nothing to change or enrich them. During

college Wilma concentrated on getting through school in three years. This left her little time for extracurricular activities. She was accepted to Angel Flight which she considered a great honor. It also seemed to bolster her self-confidence. She joined a sorority and attended required functions but did not participate greatly otherwise. She did not attend many of the cultural events on campus. Wilma's parents' "strong suggestion" that she graduate before getting married and their lack of interest in helping Wilma broaden her interests contributed to Wilma's limited use of many of the opportunities available.

Relationships with peers

Wilma's steady dating in high school prevented her from forming close attachments with any girls. She spent most of her free time with Jim. Wilma considered all the cheerleaders and some other students friends but had no one except Jim she considered a close friend.

As a freshman in college Wilma had a few dates with other boys, but by the end of the year she had decided she preferred Jim. During her freshman year Wilma became good friends with her roommate and several other girls on the corridor. Both her roommate and another girl on the corridor were pledges in the same sorority. Through these two girls Wilma got to know several others in the sorority.

University living group

Wilma went through rush as a sophomore and pledged the sorority to which her close friends belonged. Wilma gave the membership of her close friends in this sorority as her reason for joining it. She developed many friendships in the house and considered many of her sorority sisters close friends.

Since Mrs. Kent did not attend college she did not have a chance to learn about sororities. She said she did not know whether or not it would be good to pledge and she had no preference among the sororities so Wilma was left to make her own decision on the matter. Mrs. Kent knew very little of sorority life. She mentioned that she thought Wilma had gone to school early to decide if she wanted to pledge but she was not sure. She did recall that Wilma had called home to tell them what sorority she had pledged and was very excited about it. Mr. Kent attended father's weekend at the sorority, but if Mrs. Kent ever attended a mother's weekend no mention of it was made.

Value and belief system

Wilma described her relationship with her parents during high school as their being domineering and herself as accepting it. She did not question their orders but just accepted them. In college she saw other styles of life and ways of operating. She began to question some of the values and beliefs she had been taught.

Wilma had always attended the same church without question. At college she attended many different churches and was surprised that many denominations were similar. Which church she attended became less important; she decided that attending church was important, but that there were several denominations any one of which she could belong to. Since Jim did not have a strong religious background or particular affiliation he joined her church.

In high school Wilma had decided that she could never marry Jim because he was not planning to graduate from college. Her parents had strongly stressed the necessity of a college degree. They always spoke to her in terms of "when you go to college," not "if you go."

During college Wilma changed her mind about the necessity of Jim being a college graduate and decided a diploma was not that important and she would not let it stand in the way of marrying Jim.

Maintaining social status was not of major concern to Wilma. Mr. and Mrs. Kent both worked and spent money very conservatively so they were able to buy a nice home with good furnishings even though they were not wealthy. Wilma did not brag about her home. Her interest in furnishings focused on planning what she would buy for her own home some day. She was quite aware of clothing brands but her own wardrobe was not extensive. She made many of the clothes she had. She did enjoy the status associated with being a member of a sorority.

Wilma had some chance to be involved in family discussions of politics in high school. The family watched the evening news on television while eating supper. If any issues came up they were discussed briefly by the family. Wilma was not especially interested until she became almost voting age when she began to take an interest in her parents' comments and views.

Evidently Mr. and Mrs. Kent did not discuss their values and beliefs with Wilma even though they perceived Jim's value system to be much different than theirs and threatening to theirs. Mr. Kent stated they believed in being conservative and saving money rather than spending it on recreation, entertainment, cars, and boats as Jim's family did. Mrs. Kent commented that Jim had no religious background; although his parents identified with a denomination they had not been to church for years. Since Wilma married someone who had a different background and belief system from her parents, she will have to face the differences and work out a system she can accept.

Omnibus Personality Inventory Scores

Wilma's intellectual orientation scores on the Omnibus Personality Inventory (OPI) reflected her orientation toward vocational training rather than desiring knowledge for its own sake or enjoying theoretical or scientific exploration. On the impulse expression scale she was low indicating little desire to act out impulses.

Summary

Wilma's style of life in high school provided limited opportunities for general development. She concentrated on cheerleading and Jim and meekly submitted to the domination of her parents. College provided a variety of opportunities. Wilma became more aware of her own feelings and desires. She began taking control of her own life. She set a definite goal of getting through college as quickly as possible. This she accomplished. Part of this goal was established because of parental pressure, but it was also something Wilma had decided for herself that she wanted. Although Wilma submissively accepted most of her parents' "suggestions" in high school, she also maintained the ability to decide how she wanted to live her life. Going away to school gave her the opportunity to assert her independence. She accomplished the goals of completing college and marrying Jim. Given the chance to start her own marriage without extensive pressure from her parents and parents-in-law she should be capable of integrating her goals, interests, values, and beliefs within the framework of marriage.

It is hard to say specifically what Wilma gained from her relationships with her parents during her college years. She obviously gained the necessary financial support to attend college. She had a live

"home base" affording an anchor for the continuity so necessary as a young person adds new dimensions to his identity. She was still part of a "family." Yet for Wilma her parents did not serve a greatly supportive role. She did not feel they really understood. Her home gave her a place to stay when she came home to see Jim. Her relationship with Jim seemed to be a much more significant influence during her college career than did that with her parents.

CHAPTER VI

BARBARA MILLER

The writer's impression of Barbara was of a large, well-groomed, nice looking, though not pretty, quiet girl. Her main goals were to become a nurse, marry a doctor, and raise a family. She enjoyed reading and did much of her own sewing. She also enjoyed helping out with the housework. Although she was quite dependent upon her family for moral support, when they were unavailable she found someone else to go to. She formed a close relationship with the participant observer of the group who was a faculty member. She often came to the building for group meetings an hour early to talk with the participant observer in her office.

Mrs. Miller impressed the writer as being a mature, concerned parent. When relating the failure to discover Barbara's near-sightedness until she was in the second grade, Mrs. Miller seemed somewhat embarrassed and blamed herself for not realizing it sooner. She described Barbara as being quiet, showing concern for others, and not strongly interested in getting into many activities. She summed it up by saying she would describe Barbara as being very normal. Mrs. Miller is a registered nurse and an alumnus of Kansas State University. However, she had not worked since Barbara was about ten years old. She mentioned she was concerned Barbara might choose nursing to follow in her mother's footsteps, rather than because it was what she really

wanted to do. She commented on the great difference between Barbara and her older sister, who was much more independent.

Mr. Miller was a well-dressed, poised, distinguished-looking man. He was quite at ease during the interview and willing to participate. He stressed that he tried not to compare the children since they were so different. He described Barbara as having matured during college, but basically as unchanged. He made a definite effort while Barbara was growing up to spend time with the children and make them feel a part of the family. Mr. Miller was the one who taught Barbara how to ride a bicycle, built snowmen with her, and played with her.

Barbara observed she felt comfortable with both of her parents, but mentioned she found it a little easier to talk to her father than to her mother. Barbara said her father had a calming effect on her and she usually went to him first when she wanted to talk with someone. For example, in high school when their family car, driven by a high school instructor, was hit Barbara called home and Mrs. Miller answered. Barbara asked to speak to her father because it was easier to explain the situation to him. Barbara looked up to her father as an example and thought he was an ideal father. When Barbara was small Mr. Miller was gone for periods of time and this greatly upset her.

Relationships with siblings

Barbara is the youngest of three children. She has a sister three years older and a brother two years older than she. Barbara and her sister, Ann, had quite different personalities and were often at odds with each other. Ann was independent and domineering, trying, as Barbara viewed it, to run Barbara's life for her. Ann had a great drive to excel in everything she attempted and found making good grades in

school fairly easy. School work was much more difficult for Barbara than it had been for Ann. However, Barbara strove hard in high school to make grades comparable to Ann's and to live up to the expectations of her instructors. She managed to graduate from high school in the top ten percent of her class.

Barbara found it impossible to win an argument with Ann by trying to defend herself; Ann simply did not change her mind even when confronted with overwhelming facts against her argument. Therefore, Barbara resorted to not trying to win by rebuttal and instead left and refused to participate or else remained but just smiled and did not talk. Even though Ann was the only person at Kansas State University other than Barbara's roommate that Barbara knew when she first came to college, Barbara and Ann did not get together often. A friend of Barbara's commented when Barbara and Ann did get together Ann tried to run Barbara's life, telling her what to do, where to go, how to dress, and insisting on knowing what grades Barbara was making in her classes. After Ann graduated from college, she and Barbara corresponded, but only infrequently.

Barbara was closer to her brother, Jerry. As Barbara described it, "We grew up getting into trouble together." Being shy and nervous in new situations, she depended greatly upon support from Jerry whenever they began attending a new school. When Barbara entered the sixth grade, Jerry was starting junior high school in a different school. Barbara found starting to a strange school by herself frightening. She was again frightened when she had to start the eighth grade in a strange school. In fact she started crying when she was unable to find the right classroom. It was difficult for her to be left without the

support of someone she knew and trusted.

After high school Jerry applied for admission to a military college but was refused because of a hearing impairment. Barbara felt she was the only member of the family who really realized and understood the disappointment Jerry felt. Jerry enrolled in a college but made low grades and returned home. Barbara attributed the low grades to Jerry's disappointment about not getting into military school and rebellion against trying to follow Ann's example of high grades. Jerry soon enlisted in the armed services. Right after Barbara left for college Jerry was sent overseas. From his letters Barbara assumed he was in a combat zone which greatly concerned her. Jerry was not a frequent letter writer so their correspondence was sparse. Barbara had not had much chance to see her brother since she began college but she still felt close to him.

Participation in family activities

Mr. and Mrs. Miller both stressed that each child is an individual and should be treated as a distinct, unique human being. They both saw their three children as being very different from each other. They were concerned with being careful not to compare the children.

Mr. Miller mentioned he and his wife thought the children should know what was going on in their lives so they made a conscious effort to keep the children informed. The family spent time together daily and often sat and talked after dinner or played cards together. However, Mr. Miller stressed they believed in being parents, not pals, to their children.

Mr. and Mrs. Miller jointly tried to make decisions regarding their children. But if one had made a decision, the other parent

would never reverse the decision. However, if after talking over a decision they decided they had not made the correct one, they changed the decision and explained to the children the reason for the change. Mr. and Mrs. Miller said they were not infallible and wanted their children to realize it.

Communication with parents

Barbara communicated with her parents by letter. She usually wrote weekly, but if very busy did not write for two or three weeks. Barbara was described by Mrs. Miller as their best letter writer. Since the Millers lived out-of-state, telephone calls were infrequent although Barbara was told by her parents to feel free to call if she felt it necessary. The calls averaged less than one a month. When Barbara received word she had been accepted by the Kansas University Medical Center she called home to share her excitement with her parents and was disappointed at their lack of enthusiasm. Although they wrote and explained they had been busy when she called, Barbara was still somewhat hurt at their reaction.

Since the Millers did not live close to Kansas State, Barbara went home only for Christmas, Easter, and summer vacation. She had relatives living in Kansas whom she visited and often spent weekends and vacations with her roommate's family. Barbara considered her roommate's family her second home and was well-liked by them. However, part of the reason Barbara's roommate usually invited her home when she left the dorm was she felt guilty leaving Barbara alone in the residence hall over the weekend since Barbara seldom dated.

Academic endeavors

With a great deal of effort, Barbara managed to maintain almost as high grades as Ann had in high school. As a senior she was elected

to the National Honor Society. Although Mr. and Mrs. Miller tried not to compare their children and expect the same accomplishments from them, Barbara still felt a great amount of pressure from high school instructors who compared Barbara to Ann. Barbara's scores on American College Testing data placed her in the average grouping. Even though Barbara attended the same college as Ann, she was not under the same pressure as in high school. Barbara had very few of the same instructors that Ann had. In the one class which Ann had taken from the same professor, inquiry was made concerning Barbara's relationship to Ann by the professor but then seemingly forgotten.

Barbara had to work hard to make good grades in college. She found it more difficult to study than it had been in high school because there were girls in the dormitory available to spend time with. As a freshman her second semester grades were low enough to place her on probation. During her sophomore year she began to realize she would not be admitted to the Kansas University Medical Center because of her low grades. She became quite discouraged, but began reconciling herself to not getting admitted and looked into other nursing programs where the requirements were not as high. However, she did not give up her desire to attend Kansas University Medical Center. After a talk with her advisor, Barbara decided to stay at Kansas State (rather than entering a non-degree nursing program) and try to bring her grades up. During the summer after her sophomore year she took a correspondence course in which she received an A. That fall she made study her all consuming activity. Everyone in the group was surprised and pleased when Barbara announced that she had made a 3.5 average for

the semester. This brought her grade up enough she was eligible for admittance to the Kansas University Medical Center. Since it was only necessary for her to maintain a 2.0 average (C) the following semester she seemed quite content to work just hard enough to get Cs in her courses.

Relationships with peers

Barbara arrived at Kansas State University knowing only her roommate and her sister. She soon became acquainted with about four other girls on the corridor and they became good friends. She had many acquaintances but did not seem to go out of her way to make close friends. Mr. Miller, however, saw Barbara as a person with a talent for accumulating close friends of all ages. One of the girls on the corridor became Barbara's roommate her sophomore and junior years when Barbara's freshman roommate did not return to Kansas State. Although Barbara had friends at school, she became very depressed and discouraged during the first semester. When she discovered that she was really suffering from homesickness, she cried briefly and then got over it. Knowing what was causing her feelings seemed to make it possible for her to cope with them.

During her first semester Barbara and her roommate had identical class schedules. Being around her roommate constantly began to get on Barbara's nerves. According to a friend, Barbara let her roommate dictate her life. Barbara often ran errands for the roommate, ironed her clothers, and broke dates for her even though she thoroughly disliked lying. Since her roommate dated extensively, Barbara may have received some vicarious pleasure from helping her roommate get ready for dates and keeping track of her dating schedule. Barbara's

acceptance of her roommate's dictatorial manner seemed in opposition to Mr. Miller's impression of Barbara as someone who was not a push-over and did not let anyone else run her life. Barbara may have been somewhat relieved her roommate did not return to Kansas State after the first year. By that time she had enough other friends that she was not alone on campus.

One of Barbara's friends mentioned Barbara had been nicknamed "mother" by some of the girls on the corridor. This was because of her tendency to want to help everyone get ready to go out and sometimes to be a little over-protective or bossy.

Barbara was definitely not an extrovert in seeking new friends. She enjoyed reading and often sat down and read a paperback novel in one sitting. She was inclined to spend time with the few girls she knew. Only when they were all unavailable did she make an effort to go see someone whom she did not know as well.

Dating

During her high school career, Barbara had only one date. This was a date arranged by a girlfriend to the girlfriend's party. The interactions Barbara had with boys were on a friendship basis, rather than dating. Barbara commented that she sometimes missed having someone to take her to movies she wanted to see. However, she went with a group of friends instead whenever she wanted to go out or attend any activities. She said the lack of dates did not bother her. As a freshman Barbara was described by an observer as a large, unattractive girl. This undoubtedly affected her dating habits. Mr. and Mrs. Miller mentioned none of their children had dated much and seemed very unconcerned about it. In response to a question about how much dating

Barbara did in college, Mr. Miller replied that she had done some, but that she made sure it did not interfere with studying. During high school Barbara had a girlfriend who dated extensively and sometimes dated boys Mr. and Mrs. Miller did not approve of. They seemed relieved to have Barbara staying home.

Most of the dates Barbara had in college were arranged by friends. Barbara stated that she had not dated much, but that her dates had ranged from guys who were very shy to a "real wolf." She emphasized that she let the "wolf" know very clearly that she did not want him to call again.

Barbara met a boy while traveling on the bus one vacation who wrote her and got in touch with her again after she returned to school. She dated him for a while, but said she got tired of listening to him degrade himself and recite his problems. She finally decided it was affecting her studies and she should stop dating him. She did not have the nerve to call off the relationship in person or over the telephone so she wrote him a letter.

During her sophomore and junior years Barbara occasionally dated a boy who had dated her freshman roommate. Barbara discussed feeling guilty about stealing her ex-roommate's boyfriend even though the ex-roommate was no longer on campus. A friend of Barbara's mentioned that most of Barbara's dates with the boy were coke dates. She thought Barbara was much more serious about the boy than he was about her. Evidently the boy viewed Barbara as a good friend to talk with. He gradually broke off calling and Barbara got the idea he was not serious about her.

Since Barbara's goal was to marry a doctor, she did not seem overly-

concerned she had found no-one at Kansas State University. She knew the medical center was a better place to look for a doctor. Barbara wanted to get married and have an even number of children. This desire seemed related to having often felt left out as the third child in the family. She stressed she wanted two boys and two girls so no-one would be left out. She did not want to pursue a career after marriage. She mentioned she might have a hard time finding a man as good as her father.

Although Barbara admitted dating more would be nice, she consistently denied that her lack of dating was of any real concern to her. Barbara had more dates in college than she did in high school, but the dates she had seemed to be either a friendship relationship or dates in which the boy wanted someone to listen to his problems. It is hard to believe that the lack of real dates did not bother Barbara. It must have greatly affected her self-concept.

Health

Barbara described herself as being dependent while she was growing up. She compared herself to her older sister, Ann, who was much more independent. Part of the dependency could have been due to a lack of self-confidence caused by severe nearsightedness. Unfortunately, Barbara's vision problem was not discovered until she was in the second grade where she was unable to read cards the teacher held up in front of the class. For seven years she compensated for this by engaging in activities which did not require gauging anything from a distance. This excluded her from many games other children played. Otherwise Barbara had good health. She had many of the childhood diseases at an early age. Barbara complained jokingly she had already had everything by the time she was six and did not get to miss any school.

Behavior in group meetings

Barbara was a quiet member of the group. She did not speak unless she felt very strongly about the subject being discussed or really disagreed with the opinions being expressed. Since she did not date she may not have had much to contribute to the many discussions of dating and marriage. Or talking with the participant observer for the hour before the group meeting may have left her feeling little need to express herself in the group. Although she was quiet she was an active listener and the member who attended most regularly. She was much more likely to express herself in a one-to-one situation. The smaller the group was, the more she participated. As she got to know the group better she talked a little more, but remained one of the quietest members throughout her three years of participation.

Omnibus Personality Inventory scores

Barbara's scores on the Omnibus Personality Inventory reflected a preference for participating in social activities and a lack of feeling socially alienated. Barbara's activities did not support this interpretation. She dated very little and functioned better in small groups. She spent time reading or with a small number of girls rather than seeking out group activities.

Summary

Barbara's family was a major influence in her life. Her parents, especially her father, made an effort to spend time with the children and make them as he described it "family members." Mr. and Mrs. Miller gave their children freedom, but also set rules about where they could go and with whom. Barbara was shy and dependent and she relied on her family for moral support. Barbara mentioned she was somewhat spoiled.

She felt she had always gotten the things she wanted even when she did not specifically ask for them. Barbara contrasted this with Ann who asked her parents for more things but did not always receive them. Since Barbara did not date she spent a great deal of time at home. Barbara had a high admiration for her father whom she had set up as the type of person she wanted to marry.

Barbara's older sister, Ann, exerted influence over Barbara. Barbara always felt that Ann tried to dominate her. Barbara also felt a great deal of pressure to live up to Ann's academic accomplishments. Barbara felt much closer to her brother than she did to Ann. It is interesting Barbara picked as a friend and freshman roommate a girl who also tried to dictate her life.

Although Barbara was frightened by having to face new experiences or become accustomed to new surroundings, she decided to attend Kansas State University which was a long distance from home. This decision seemed to be based on the fact that her sister was attending there, both her parents had attended Kansas State, and it had a well-known nursing program. When she left home and did not have her father, mother, or brother to depend upon, she found other friends to serve this function.

CHAPTER VII

HARRIET JACKSON

Harriet was an attractive, energetic girl with a charming smile. She possessed self-confidence, seemed completely at ease, and participated in the interview willingly. At the time of the interview with her parents, Harriet was excited at the prospect of beginning training at the Kansas University Medical Center. In talking about her parents and her experiences she radiated enjoyment of life and appreciation for the relationship she shared with her parents.

Mr. Jackson was a friendly, interested man of medium-height. He was quite talkative and enjoyed explaining events in detail. He seemed extremely fond of his children; his pride in them was constantly obvious. Yet he was not overpowering in trying to show how tremendous his children were. He believed every person was important and he enjoyed talking with people from all walks of life. He said he put complete faith and trust in Harriet, feeling that if he could not trust her it would not be possible for her to learn to trust others. Explaining the reasons for his beliefs and decisions was extremely important to Mr. Jackson. He wanted Harriet to know why and how he had reached his conclusions and give her a chance to disagree. He explained his frequent letter writing saying he felt if a father did not have a little time to keep in touch with his daughter, he must not care much about her.

Mr. Jackson seemed to take full advantage of the opportunities to get to know Harriet and develop a close, warm relationship with her. He realized it would not be long before Harriet was gone from home permanently and he would not be able to spend much time with her. Yet since he cared for Harriet deeply, he was careful not to smother her with his love or keep her tied to him.

Mrs. Jackson was a fairly large, friendly woman with a twinkle in her eye and a definite Southern accent. She too showed a great pride and concern for her children, but in a less obvious way than Mr. Jackson. She and Harriet were able to talk about anything and she was a willing listener. It was Mrs. Jackson who had a talk about sex with Harriet when she was young. Mr. Jackson seemed unable to believe that Harriet was old enough to be told. Mrs. Jackson participated in the research interview freely and was relaxed throughout it. After the interviews were over, Mr. and Mrs. Jackson continued to converse and seemed willing to continue the discussion indefinitely.

Relationship with sibling

Harriet had one brother, Ted, who was three years younger than she. Harriet sometimes became annoyed with Ted while they were growing up because he seemed to get in the way. However, by the time Harriet was a junior in high school she found it easier to communicate with Ted. He no longer seemed like just a brat. Ted was not the talkative type and did not relate many of his experiences to Mr. and Mrs. Jackson. As Harriet and Ted became closer, they often talked and Ted told Harriet many things he did not tell his parents. When Harriet thought there was something their parents should know she tried to talk Ted into telling them. She acted as a liason between Ted and their parents, often

showing Ted that telling what had happened was the best policy. During vacations when Harriet returned home, she always took time to catch up on what Ted had been doing.

Relationships with peers

Harriet had a great number of friends, both male and female, while she was growing up. Her parents encouraged her to make friends. They enjoyed being around her friends and often took a car load of them to ball games out-of-town. Their home was a gathering place for teenagers and a central location for many of Harriet's friends who lived in the country. Having friends at the house enabled Mr. and Mrs. Jackson to get to know the students Harriet spent time with. During high school there were about nine girls Harriet was often with and of these Harriet considered four really close friends.

When Harriet began college she happened to be put on the same floor of the residence hall as two of her friends and therefore was able to maintain close contact with them as well as make new friends. Joining a sorority gave her another opportunity to get to know several girls well. Harriet said she had about ten or twelve close girlfriends in college along with many other friends and acquaintances. During college the Jacksons attended several college ball games and mothers' and fathers' weekends which gave them a chance to get to know Harriet's college friends. Harriet also brought friends home from school with her for vacations.

Choosing a major and college

Mr. Jackson had attended Kansas State University and Mrs. Jackson had attended a nursing school. The decision of where to attend college was left up to Harriet, but she was influenced by listening to Mr. Jackson talk about his alma mater and by going to Kansas State with her

family to attend ball games while she was in high school. She was also influenced by Kansas State University's well-known home economics and nursing program which was the field Harriet wanted to major in.

Since Mrs. Jackson was a nurse,,she was afraid that Harriet might be trying to follow in her footsteps rather than picking a career she was genuinely interested in pursuing. Mrs. Jackson mentioned that Harriet often asked as a child to hear stories about Mrs. Jackson's nursing experiences. Harriet said she thought her mother had told her every conceivable disadvantage about nursing. However, when Harriet still insisted she wanted to go into nursing and thoroughly enjoyed the two summers she spent working in a medical laboratory, Mrs. Jackson was convinced that Harriet was capable of becoming a nurse and really wanted to.

Health

When Harriet was five she had rheumatic fever and was in bed for three or four months. Mrs. Jackson stated that for a while she had to watch Harriet very carefully and see she did not overexert herself. However, there was apparently no permanent heart damage. Since that time Harriet had been healthy and seldom even had a cold.

Effects of mother working

Harriet's mother returned to work when Harriet was in the sixth grade, but since Mrs. Jackson worked only part-time on the night shift it did not create any hardships for Harriet. In fact, Harriet mentioned she was hardly even aware that her mother worked. Mrs. Jackson left for work after the children were in bed and returned in time to get them off to school. She caught up on her sleep during the day and was up by the time Harriet got home from school. Working gave Mrs. Jackson

the opportunity to use her abilities in an enjoyable way which increased her self-satisfaction. Therefore, her relationships with the rest of the family were enhanced rather than strained.

Decision-making

Harriet was encouraged to make as many decisions as she was capable of making. If Mr. and Mrs. Jackson thought a decision was unwise they did not just veto it. Instead they discussed the reasons for their objections. If it were a matter of a small purchase they might let her go ahead with her decision in order for her to see why it was not a good idea. But if the decision involved Harriet's safety Mr. and Mrs. Jackson made the final decision. For instance, once Harriet wanted to ride with a group of students to a game but Mr. Jackson did not trust the driver's ability. He explained this to Harriet and refused to give his permission for Harriet to go in that car. Later Harriet mentioned she had heard the driver had been reckless and was glad she had not ridden with him.

Mrs. Jackson told Harriet the approximate time she should be in, but the limits were flexible. If the Jacksons thought Harriet had been out too late they told her about it. Usually if Harriet were really late there was a particular reason for it which she explained to her parents. Harriet was not given a set allowance; instead, she asked for money for things she needed. Mr. Jackson never questioned Harriet when she said she needed money for school supplies, assuming she was a better judge of her needs than he was. When Harriet began working she was allowed to spend the money as she thought best.

Family unity

The Jacksons spent time together bowling, swimming, and taking vacations. Conversation was valued highly. Supper time was a family

time for sharing experiences and talking over concerns and problems. As well as giving Harriet a chance to talk about her experiences, this gave her a chance to become aware of her parents' concerns, interests, and activities. Since Mr. and Mrs. Jackson were of different political parties, Harriet had an opportunity to hear two sides of most issues. Throughout college Harriet managed to remain an interested and aware member of the family.

During high school Harriet shared most of her experiences with her parents. She liked to let them know all that had happened to her. After coming in from a date she went into her parents' room and told them about it. Mr. and Mrs. Jackson were quite interested in hearing about Harriet's experiences and she enjoyed sharing with them. If they were already asleep when she arrived home, she talked with them about it the following morning. However, this did not happen often because the Jacksons generally did not go to sleep until Harriet was in.

Mr. Jackson took a great interest in his children. Although he engaged in more activities such as fishing with Harriet's brother, Ted, Mr. Jackson made an effort to be available to talk with Harriet. Whenever she did not agree with his decision, he explained the situation trying to make her understand his decision. Harriet was quite proud of her father. When his company celebrated their one hundredth anniversary, Harriet returned home to share in the activities.

Harriet had interests in a variety of areas. Since she thoroughly enjoyed sewing, she spent a great deal of time during vacations making clothes. Being around the house gave her a chance to talk with her mother and catch up on all that had been going on.

Dating

Harriet began having dates when she was fifteen. Mrs. Jackson thought this was early enough for a girl to begin dating. Mr. and Mrs. Jackson did not want Harriet to go steady in high school. Therefore, although she dated one boy every weekend for a couple of years, she also dated other boys. Harriet commented that she was glad she had had the experience of dating many different boys before going to college.

In college Harriet dated several boys, especially during her freshman year. Harriet decided her sophomore year to accept a lavalier from a boy at school who was also from her hometown. This decision caused a misunderstanding with her parents. Harriet explained to them that being lavaliered was similar to going steady. Harriet had never been tied down to one boy before and wanted to see what it was like. After explaining the situation, Harriet felt that her mother understood she was not necessarily planning to marry the boy just because she had his lavalier. However, her father was not convinced it did not have more significance. He equated a lavalier with a pin which to him meant being engaged. He had nothing against the boy but did not feel Harriet should be getting serious. However, he did not demand that she return the lavalier. Harriet found that she resented being tied to one boy and that she did not want to become serious about him so she decided to return the lavalier. Not being forced allowed Harriet the chance to make the decision herself.

Dating allowed Harriet an opportunity to test her values and beliefs. She found her lavalier mate's views on religion quite different from hers. After examining what she believed, she decided she

could not and did not want to change her religious beliefs and convictions. The difference in beliefs was a major factor in her decision to return the lavalier.

After she began dating others again, her ex-lavalier mate continued to call to talk to her. She wanted to remain friends, but he was much more serious than she was and kept bothering her until she refused to even accept calls from him. A few months later she began dating another boy fairly steadily. She said their values and beliefs were similar and they had many things in common. Harriet had no desire to get lavaliered again and did not plan on getting pinned since she was no longer on the Kansas State campus and would have nowhere to wear it. They had an understanding each of them was free to date other people. Harriet's philosophy was if having a few dates with others ruined their relationship, there was never a solid foundation for the relationship.

Financial arrangements

Harriet began saving money in high school to help with her college expenses. She tried to save about half of what she earned. She also saved money she earned working during the summers. Mr. and Mrs. Jackson paid for room and board, tuition, and school supplies. Harriet paid for other things she wanted or needed. The Jacksons did not question Harriet's purchases. Mr. Jackson commented that he was certain Harriet would not buy things she did not need. He also mentioned she was conservative about spending money and there had never been any problem concerning finances. He was especially proud of Harriet's ability as a seamstress which allowed her to have many clothes without spending a great deal of money on them. He offered to buy her material to make anything she wanted to sew for herself.

Academic endeavors

Harriet became frightened of her teacher in kindergarten and decided she did not want to attend. She used all the excuses she could think of to stay home, but they were all vetoed by her parents. Again in the first grade she balked at staying in school. After having several talks with Harriet who still refused to stay at school, Mr. Jackson took Harriet home. They went to the basement and had another talk which ended with a spanking. Harriet remembered staying in the basement for a long time crying, but she gradually began objecting less to going to school. Within a few days she left for school willingly and after that she did not mind school.

In the sixth grade Harriet had braces put on her teeth. She was the only one in her class with braces which made her self-conscious. Harriet mentioned she became very chubby in grade school. She began concentrating on studying and described herself as a bookworm. This pattern continued during the seventh and eighth grades. However, during the eighth grade she lost the excess weight, apparently without any effort on her part. She said boys began to notice her and she began to like boys. She was elected cheerleader and became more outgoing.

In high school Harriet participated in a variety of activities. She made good grades and decided for herself when she would study. Since Harriet was conscientious about making good grades, Mr. and Mrs. Jackson did not object to Harriet going out on week nights for activities.

During college Harriet continued to make above average grades. However, during her sophomore year she was required as a sorority

pledge to attend study hall. Harriet had never been forced to study at a certain time before. Her grades dropped considerably. The following year as scholarship chairman for the sorority, she suggested they abolish the required study hall and put girls on the honor system to study. The resulting grade average in the sorority was higher and everyone seemed happier with the new arrangement.

Communication with parents

Harriet wrote her parents about once a week as well as calling them often. Mr. and Mrs. Jackson both wrote letters to Harriet. Even if they wrote on the same evening they sent the letters separately so Harriet received two letters. Mr. and Mrs. Jackson also called frequently. Since they attended many of the ball games at school and attended parents' weekends there was a great deal of communication between Harriet and her parents. The frequent letters and calls from the Jacksons stemmed from a desire to let Harriet know they cared and thought about her and was not an attempt to check up on her. She appreciated their concern. Some of Harriet's classmates were amazed Mr. Jackson wrote regularly since it was not a common practice for fathers. A few of Harriet's friends wrote to Mr. Jackson and he returned their letters. Harriet described her father's letters as "neat" and eagerly looked forward to them.

Working

Harriet worked the summers after her junior and senior years in high school in a clothing store. After her freshman year of college she attended summer school and therefore did not have a job. The following two summers she spent working in a medical laboratory. The

experience in the medical laboratory helped her determine for certain she wanted to go into nursing. While she was working in the lab she lived with an aunt who resided in the town in which the laboratory was located. The money she made working she spent on things she wanted such as taking ski trips. Part was saved for school. One Christmas Harriet decided she wanted to get her parents a big gift to show her appreciation to them. She finally decided on dining room furniture and got a great deal of satisfaction from being able to do this. Harriet did not have a job during the school year except for working a few days before school began in the book store.

University living group

Harriet decided in high school that she did not want to go through rush before beginning school. Although two of her friends were going to attend Kansas State University, they decided not to room together so they would have a chance to meet new people. They were all assigned to the same floor of a residence hall and were able to keep in close contact with each other.

Harriet decided to go through rush as a sophomore. She had discussed joining a sorority with her parents and they were in favor of the idea. They thought it would be an easier place for Harriet to study. Although Harriet knew girls in several of the houses, she pledged a sorority in which she did not know anyone well. She made her choice on the basis of her evaluation of the genuineness of the girls in the sororities. She was greatly impressed by the membership of a handicapped girl in one sorority. She decided their basis for selection must go deeper than just appearances and be similar to her own values. Harriet found living in a sorority a good experience.

She was an active member of the sorority and held offices in it.

Value and belief system

Religion was an important part of Harriet's life. She attended church services regularly with her parents and was active in the evening youth group. One year she was an officer in the state youth group and attended several out-of-town meetings with the minister of her local church. In driving to and from these meetings they had many discussions. He became a resource person for her when she wanted someone with whom to discuss a problem or concern.

Harriet continued to attend church after she began college. She mentioned as a freshman she often felt she was the only person in the dorm awake on Sunday morning. Harriet visited other churches but continued to attend her own denomination.

Harriet considered religious values an important factor in choosing a marriage partner. She was not concerned that the boy she became serious about was from the same denomination as she, but instead that their beliefs and values were similar. She was not willing to compromise her convictions.

Omnibus Personality Inventory scores

On the Omnibus Personality Inventory Harriet's scores reflected a conservative religious outlook, an interest in being with people, and enjoyment of social activities. Her scores manifested a feminine outlook, esthetic and social interests, and sensitivity.

Summary

Harriet said in her hometown community most of her friends' parents were similar to her own. Harriet enjoyed her parents but generally took them for granted. She was amazed and horrified when before

parents' weekend in the residence hall she heard other students referring to their parents as "those old bags" and saying they wished their parents were not coming up. As Harriet began to get to know the parents of her college acquaintances she began to realize how much she appreciated her own parents. This was especially true after visiting a home of a friend where Harriet said that each person insulted everyone else and the atmosphere was almost intolerable. Harriet counted the minutes until she could leave. When Harriet returned to the residence hall she called her parents to tell them how much she cared for them.

A friend of Harriet's, who was a frequent visitor in the Jackson home, said disagreements in the Jackson house were noisy, open events in which everyone was allowed to speak. Then an agreement was reached considering all points of view.

Harriet believed in being open with her parents and enjoyed sharing herself with them and being a part of their lives. Their frequent communication in both high school and college made it possible for Harriet to remain an active member of the family. When Harriet did not agree with a decision made by her parents, they tried to explain the reason for their decision although they did not change the decision just because Harriet did not agree with it. Harriet maintained a warm, loving relationship with her parents in which she was allowed to function independently as much as possible, but was given guidance when necessary. This allowed her to evolve a sense of self-worth. She relied on her family and yet was able to function as a separate person.

CHAPTER VIII

LAURA BLACK

Laura could be described as a lively, vivacious, attractive student. She was constantly busy in activities and with people. She maintained a high scholastic standard for herself and was upset when she did not make the grades she thought she should. Yet Laura was fairly reserved in the group and evidently was very unsure of her ability to succeed in a job and in heterosexual relationships. She had ability, but for some reason lacked self-confidence.

Laura worked hard to please others, especially her parents, and when she was rewarded for accomplishments such as good grades she worked even harder. She was gradually given freedom by her parents to make choices and exert control over her own affairs. By the time she reached high school she was allowed to take most of the responsibility for herself. Yet Laura was inclined to drift along until a decision had to be made and then let circumstances dictate the answer.

Mr. Black was a nice-looking man of medium-height. Although he willingly took part in the interview, he seemed quiet and undemonstrative. He was somewhat serious in nature and spent a great deal of energy in his business. For relaxation he golfed or bowled. He often worked late in the business which he owned. If he was able to leave work early he played golf before going home. He usually took a nap

after arriving home.

During her high school years Laura was usually gone in the evenings to activities or sports events. By the time she returned home, Mr. Black was in bed. Consequently, Laura did not spend much time with her father when she was in high school. Laura asked his opinion on some things, but usually after she had already discussed the subject with her mother. Laura said she and her father got along fine. She explained, "We just did not see enough of each other to get very close." Because she worked for her father in his business, Laura was aware of most of his concerns and what was going on in his life. Mr. Black remarked that Laura was a very easy child to raise. If a suggestion was made by Mr. or Mrs. Black, Laura almost always followed it without further discussion or insistence.

When Laura came home from college on vacations it seemed to her Mr. Black made more of an effort to be around. They spent time talking together, often discussing Laura's plans for the future. By the end of her college career Laura felt much closer to her father than she had in high school.

The writer's impression of Mrs. Black was of a busy, warm person who enjoyed social activities and being with other people. She worked full-time as a laboratory technician from the time Laura began school until she was in high school. At that time she switched jobs and began working with her husband in his business. Mrs. Black was involved in many activities and community organizations.

Mrs. Black was more available to Laura while she was in high school than was Mr. Black. Mrs. Black said that there was a period during early high school years in which Laura quit communicating with her. Mrs. Black described it as a natural phase children go through.

After a while Laura decided her mother was not so old-fashioned after all and began confiding in her. Since Mrs. Black preferred staying up late at night and then sleeping late in the morning, she was up when Laura returned from dates or activities. After Laura came in they usually talked together about the day's activities. They both worked at Mr. Black's business and did housework together which allowed them to see each other more than would have been possible otherwise.

Laura and her mother had a close, comfortable relationship in which both of them felt free to discuss any subject. Many of Laura's friends found it easier to relate to Mrs. Black than to their own mothers. Mrs. Black took a real interest in the girls and spent a great deal of time with them. During high school the house was often full of teenagers studying, talking, or playing records.

Financial arrangements

In high school Laura was responsible for some of her own money. She received an allowance for helping out at home which she used for many of her clothes and school expenses. She made additional money by working for Mr. Black. Although she knew she could get money from her parents, she tried to make her own money last and did not like to ask them for money. The Blacks had set up an insurance fund and bonds so they were financially prepared to put Laura through college. In college Laura decided on her own to get a job to help pay expenses even though it was not necessary.

Choice of college

Laura was urged by both of her parents to go away from home to school. However, she applied for a scholarship to the local junior college and when she received it she decided to stay at home and

attend junior college. At the end of her third semester in junior college she had taken nearly all the hours that would be transferable. Therefore, she thought another semester at junior college would be a waste of time and transferred to Kansas State University the second semester of her sophomore year.

Choice of major

Deciding on a major was of great concern to Laura. At junior college she majored in business which was encouraged by her father who thought she had great potential in the field. When she transferred to Kansas State, she switched to General because she was not really sure what she wanted to do. A course in economics had made her doubt that she was really interested in business. When she was pressed to declare a major, she went to the Counseling Center to take an interest test. The test indicated that her interests were similar to the interests of women in business, physical education, and biological sciences. She considered physical education as a major but soon decided on biological sciences although she had no idea what she intended to do with the major. For some reason, Laura looked down upon social science courses as not being legitimate, as too easy. She may have been influenced by her mother who was an X-ray technician and probably did not take many non-technical courses. Yet when Laura took a course in family relations she did not do as well in it as she had in many of the "hard science" courses. Scholastically, Laura demonstrated ability considerably above average, maintaining about a 3.0 (B) average throughout her college career.

All during her college career Laura struggled with deciding what she wanted to do as a career. She was not convinced she really wanted

biological sciences, but she could not find any other fields she liked any better. The further she progressed in school the harder it became to change majors and still graduate in four years.

Mr. and Mrs. Black were very disappointed and a little bitter about Laura's major and thought that Laura was misled by someone or she would not have picked this area. Mr. Black blamed himself for not insisting that Laura major in business. When Laura was questioned about whether or not she was sorry about the major she picked, she replied that she did not know. Even after graduation she was still very unsure about her future. It is possible she felt a conflict between going into business as her father wanted her to and identifying with her mother by going into some area of technical science. She mentioned that if she was sure what she wanted to do she would be in graduate school.

Communication with parents

Very few letters were written either by Laura or her parents while she was in college. Laura was given a telephone credit card by her father and most of their communication was by telephone. Laura usually initiated the calls since it was easier for her to get in touch with her parents than they with her. She called when she had something to tell them which averaged about once a week. Mrs. Black was quite interested in Laura's college friends and listened to Laura for hours during vacations. Through their conversations she became acquainted with most of Laura's friends. Laura sometimes took friends home with her for vacations which gave Mr. and Mrs. Black an opportunity to meet some of her friends. Mr. and Mrs. Black both attended parents'

weekends at Kansas State and therefore met most of Laura's close friends.

Relationship with sibling

Laura had one sister, five and one-half years younger than she. Laura's sister, although intelligent, was less interested in school and more rebellious than Laura. Laura said her sister was jealous of her and felt their parents liked Laura better. This plus the age difference kept Laura and her sister from being close while Laura was in high school. After Laura left home her sister had a chance to be an "only child" for a while. She began to take more interest in her appearance and grades and became more responsible. Laura found it much easier to talk with her sister when she returned home for vacations. They became better friends and Laura described their present relationship as close.

University living group

Laura pledged a sorority at the end of her sophomore year. She had talked with her mother about pledging, but the decision was left up to her. Mrs. Black thought that joining a sorority would be a good idea because it was better to live with forty people than four hundred people. However, she warned Laura not to pledge just to be pledging, stressing there was nothing wrong with remaining an independent. She cautioned Laura not to pledge unless she found a group of girls with whom she thought she would really enjoy living. The sorority Laura joined was the same her mother had belonged to.

Working and activities

During high school Laura was involved in many activities. Among other things she was an excellent tennis player. Mr. Black enjoyed

all sports and encouraged Laura to continue her tennis. In junior college she was asked to play on the college tennis team, but she declined because the team was composed of all boys.

At the end of her sophomore year Laura applied for a position as Resident Assistant in the dormitory, the pep club, and the Royal Purple staff. To her amazement she was accepted for all of them. These activities took a great deal of time. Laura said she enjoyed all of them and would do the same thing again. The reason she gave for not reapplying for Resident Assistant her senior year was she wanted to live in the sorority house. Mr. Black said he talked Laura out of continuing as a Resident Assistant because the job was too confining. He said she complained she was not allowed to be friends with any of the girls on the floor because it would make discipline and carrying out her job difficult. He thought the job was making her "miss out on too much of college life." When Laura was asked about her Resident Assistant job she said she would do it again if she had the decision to make again.

Value and belief system

During high school Laura attended Sunday School and church regularly and took an active part in the youth group. She continued to attend regularly her first year at junior college, but her attendance dwindled off her second year. After she transferred to Kansas State she very seldom attended church services. Mr. and Mrs. Black did not attend church, although they considered themselves as having Christian values. Mrs. Black explained she thought it was very difficult to find a church in which the minister was interesting and spoke on current

concerns. She thought people were very hypocritical who attended church every Sunday, slept through or paid no attention to the sermon and then considered their religious duty done for the week. Laura had strict moral convictions and evidently did not question them while she was in college.

Relationships with peers

Laura had many friends in high school, both male and female. They were all welcome at her house. Part of her decision to attend junior college was based upon her reluctance to leave her friends. In college she seemed quickly to acquire many friends, several of whom became close friends. She also kept in touch with her close high school friends. Laura, like her mother, seemed to be the type of person others sought out to talk with about their problems. Laura mentioned that in the sorority several girls came to her for advice or support.

Dating

Laura had many chances for dates in college but usually did not accept many dates with the same boy. Mr. Black said Laura had mentioned that most of the boys seemed to be "all hands" and she preferred to stay home. Laura said she was careful not to form a close attachment to any boy because she definitely wanted to get through college. She seemed to regret this a little and jokingly said, "I'll probably end up as an old maid."

Laura seldom talked about her dates in group meetings unless she was specifically asked a question. Even then she usually gave a brief answer and divulged as little as possible. She did mention going with one boy from home over a Christmas vacation. However, he was sent to Viet Nam and had only one year of college completed so Laura did not

seem to think there was any chance of their getting serious for a long while. Mr. Black commented that he thought one reason Laura was reluctant to seek employment outside Kansas was that she was waiting for this boy to return home on leave and see how things worked out.

Ability to be open

The impression Laura gave in the group seemed to be different than the image held of her by people with whom she lived in the dorm. Dorm mates saw Laura as cheerful, talkative, and bouncy, whereas in the group she tended to be quiet and serious. Laura mentioned she often acted different on the outside than she felt on the inside. She explained this by saying that when she got in a bad mood she often covered it up by acting hyperactive and gay. Evidently, she did not feel at ease expressing her true feelings around many people. An observer who did not know Laura described her as being different after seeing her for one evening. He could not explain exactly what he meant but commented he was not quite sure what Laura was like. He could not tell how she would react to anything or whether or not she was enjoying herself.

Decision-making

Laura was allowed to make many of her own decisions even in high school. She made very good grades and never gave her parents any reason to mistrust her or set strict rules for her. Consequently, she was allowed to decide most things on her own. Laura said that she did not have set hours in high school. She let her parents know about when she would be in. If she were going to be later than she had anticipated, she called home to let her parents know where she was and

when she would be home. Both of Laura's parents said that she did have a set time, midnight, by which she was supposed to be in. As both parents remembered it, Mrs. Black was the one who had set the time and told Laura about it. Evidently, there was enough flexibility there were never any conflicts during high school about hours. By the time Laura went to college the Blacks thought she was old enough to make her own decisions regarding hours and left it completely to her discretion.

Although it seemed that Laura was given much freedom to make her own decisions she evidently relied very heavily on her parents. Their suggestions and comments influenced Laura greatly. There is little evidence she ever tested to see what the limits for her behavior were. The only decisions in which she did not follow her parents' wishes seemed to concern issues where Laura felt some conflict. Her decision to remain home and attend junior college was prompted partly by the scholarship she received, but it was also definitely influenced by her reluctance to leave home and venture out on her own. After graduation Laura accepted a job in Topeka (rather than another much better paying job in Chicago) because a girlfriend was living in Topeka and she could room with her. The clerical job she accepted had no relationship to her major. In fact, it did not even require a high school diploma and she began at minimum wages. Although Laura was urged by her parents to leave home to attend school, she seemed afraid to leave and stayed until it became a waste of time to remain in junior college any longer. She graduated in biological sciences but accepted a job which was more in the business field.

Whenever a decision was required in which Laura's desire conflicted with her parents or she perceived some conflict between the wishes of her parents, she became very unsure of the decision. In these

cases she usually managed to let circumstances determine the outcome of the decision. She decided on Kansas State University because a girlfriend attending there needed a roommate for the second semester. Mrs. Black was disappointed, according to Laura, that Laura did not decide to attend Mrs. Black's alma mater, Kansas University. However, in order to do that Laura would have had to transfer to a school where she knew no one. Although Laura had a great deal of ability and potential she found it extremely difficult to exert herself in her own behalf. Laura's comment "I don't know what's going to happen until it happens" reflected her willingness to let circumstances rule and to decide things on the spur of the moment.

Omnibus Personality Inventory scores

Laura's scores on the Omnibus Personality Inventory were reflected in her actions. Her tendency to decide things on the spur of the moment supports the high score on impulse expression. Yet she did not seem free to express her true feelings to those around her in many cases. A high score on social alienation reflected some attitudes and feelings of isolation, loneliness, and rejection. Although Laura was involved in activities and spent time around people, being unable to be herself could have produced the feelings of loneliness. Her low score on estheticism was reflected in her interest in sciences rather than artistic matters.

Summary

Laura's relationship with her parents during her college years was very important to her. She mentioned she felt very sorry for many of her peers who did not have a good relationship with their parents.

Her frequent calls home suggested that it was important to her to keep in touch with her family and let them know what she was doing.

Laura's ability to communicate openly with Mrs. Black, which was established in high school, continued during the college years. Laura enjoyed telling her mother about her friends and activities and Mrs. Black was genuinely interested in learning about Laura's experiences and sharing them with her as much as possible.

Although Laura lived at home during high school she saw her father little so their communication was limited. Laura offered no discipline problem and although Mr. Black was consulted on major decisions he was not a great influence in her life during high school. It seemed to Laura that during college her father made more of an effort to be available. Perhaps she made a greater effort to seek him out. At any rate, they spent more time together and got to know each other better. Laura mentioned her career choice as one of the main topics of their discussions during college years. It is not clear whether or not Mr. Black stated how strongly he felt business was the best field for Laura. He later regretted not having tried to influence her more.

Laura worked hard to please her parents and did little to give them any reason to be displeased. It is unclear how much of the effort she expended to excel was mainly for the benefit of her parents. They did not pressure her, but the praise she received for accomplishments made her work even harder to live up to their expectations. She apparently did not test the limits of her freedom and it is possible that somehow she had not really established a separate identity from her parents. Her inability to express negative attitudes or feelings suggests a lack of self-confidence in the legitimacy to be herself and establish

independence.

CHAPTER IX

PAULA REED

Paula was an attractively dressed, well-groomed, feminine blond. She spoke fluently and without any apparent uneasiness. Paula described herself as a person who was interested in homemaking and being creative at home. She said that she had been ready to settle down for sometime before she got married even though she was only nineteen at the time. She found girls boring, silly, or stupid and much preferred associating with boys. Even after her marriage she got along better with her husband's friends than with female classmates.

Paula mentioned the year she spent in Brazil as the most interesting time of her life. She also thought it was a great influence in helping her mature, learn to organize her time, and learn to associate with others.

Mrs. Reed impressed the writer as an attractive woman who was friendly and interested. She spoke very rapidly and did not slow her pace as the interview progressed. Mrs. Reed described Paula as being very much like herself in temperament. She also mentioned other similarities. They both preferred men to women as friends; they both preferred staying home to going out; and they both tended to wrap themselves in their husbands' lives. She said that they were so much alike that Paula got along much better with her father. He was the one

who sat down with Paula and Sara, Paula's older sister, and helped them with school work when they asked for it. Mr. Reed was described as being a person who was very patient and was willing to listen to Paula. He could engage Paula in a conversation and draw her out. He thought all of her problems were important and worth listening to. Paula mentioned that she was able to talk to either of her parents, but if she had anything to discuss which might be considered foolish or trivial Paula talked to Mr. Reed. Paula explained whenever she tried to talk with her mother about a problem, she got a lecture on how much more difficult life was when one got older and how insignificant Paula's problem really was. Paula said that it was probably a good idea that her mother minimized Paula's problems but she always felt that her problems were as important to her as Mrs. Reed's problems were to her.

Mr. and Mrs. Reed were out of the country during Paula's entire college career. Paula said it did not really bother her that her parents could not attend parents' weekends and other functions on campus. However, over holidays such as Christmas and Thanksgiving she missed her parents greatly even though she spent the time with her sister.

Senior year in Brazil

Paula described her year in Brazil as the most exciting time of her life. She did not have any close friends in the States whom she hated to leave; she expressed no regrets about not being able to finish high school with her classmates. The only person she did not want to leave was her boyfriend. They broke up shortly after she moved to Brazil and she quickly forgot him.

Paula described the culture as being very different. She had to

travel a great distance to school or to the movies. Consequently, it was usually after midnight when she got home from dates. People were out on the streets all night and staying out late was common. Mr. and Mrs. Reed realized that the customs were different from those they were used to so they let Paula make almost all of her own decisions.

Adjusting to the new culture was difficult for Mrs. Reed. Since Mr. Reed knew several languages, he did not participate in the training program usually given to employees before they go to a foreign country. Therefore, they had no preparation for what life would be like in Brazil. Mrs. Reed sorely missed the modern conveniences she had been accustomed to in the United States. She could not speak the language and communicate with the natives of the country. The Reeds felt compelled to have a maid; it was common practice for Americans. However, this left Mrs. Reed with nothing to do. She could not even communicate with the maid. Mr. Reed often had to work late which left Mrs. Reed with a great deal of time, but nothing to do and no one to talk with. Her resulting frustration with the whole situation caused much conflict between Mr. and Mrs. Reed. Being forced to be part of the frustration and conflict required Paula to mature quickly.

Communication with parents

Mrs. Reed wrote long letters to Paula weekly, telling about everything that had happened. Paula was not a consistent letter writer and often let a month or two elapse between letters. There were no telephone calls between Paula and her parents since they did not live in this country. The Reeds came back yearly, sometimes oftener when Mr. Reed had to make business trips to the States. Mrs. Reed came back by herself two times while Paula was in college, once when Sara,

Paula's older sister, was obtaining her divorce and once for an operation. Mrs. Reed was in the States for several weeks on each occasion. If Paula needed someone when her parents were not available, she could contact her sister. Paula spent many weekends with Sara and went there for vacations.

Financial arrangements

Paula was never given an allowance in high school. She was expected to help around the house and take care of her own clothes. When she needed money she asked her parents for it and they gave it to her. Mrs. Reed mentioned Paula did not go out much except on dates. Therefore, about the only thing she spent money for was cosmetics. The Reeds paid for Paula's school expenses and clothes while she was in high school. During college the Reeds paid for tuition, room and board, and bought Paula any clothes that she needed. They also gave her a monthly allowance to cover other expenses.

Interactions in group

Paula impressed the participant observer as being more mature than the others in the group as a freshman. Paula attributed her maturity to spending her senior year of high school in Brazil. Moving to a strange culture forced her to make many of the adjustments most girls do not face until they go away from home to college. Paula found other freshmen girls to be unorganized, untidy, and often silly or stupid. Paula's comments in the group often contradicted those of others in the group, but they seemed to accept her ideas without resentment. Paula was rather quiet and composed at the beginning of the year in the group, but as she was accepted by the other members, she became more verbal. She found the group a place to test out her ideas and be listened to.

Extracurricular activities

Paula became interested in roller skating when she was required to roller skate to earn a badge in Girl Scouts. She began taking lessons and going to the rink every weekend. During high school this was her main interest. She did not enjoy most of the clubs her classmates participated in.

In college Paula participated in the Model United Nations. Otherwise there is little indication that she was active in any extracurricular activities. She spent a great deal of time with her future husband after she met him. After their marriage she preferred to stay home and decorate the apartment.

Choosing a college and major

Paula had planned to major in home economics ever since she could remember. She had always been interested in doing things around the house. She enjoyed sewing and made almost all of her clothes in high school. She did not remember ever considering any other area.

Paula applied to a small college in California which was noted for its home economics program. Mr. and Mrs. Reed urged her to consider Kansas State University since it was much closer to her sister and would be less expensive because the Reeds had their residence in Kansas. However, they left the final decision up to Paula. Paula decided to attend Kansas State and was never sorry about the decision. She enjoyed the school and met her husband in school.

Relationships with peers

Paula could only recall one close girlfriend while growing up. She mentioned that part of the reason for this friendship was the close proximity of their homes. Paula did not enjoy being with girls

or participating in many of the activities her classmates did. She was in Girl Scouts for a while but did not like it and quit. She did not enjoy spending time talking with girls and seldom went to slumber parties. She described boys as being more loyal, less silly, and better friends. Mrs. Reed confirmed Paula's statement. Mrs. Reed commented that she did not think this was completely good because a woman needed female friends as well as male friends.

Paula preferred getting to know a number of people as acquaintances rather than having any really close friends. She believed if she became too close to a few people she would not have time to get to know others. Paula had not kept in close touch with any of her high school friends. She called the girl who had been a close friend in high school occasionally when she went to visit her sister but said they really had nothing in common any longer.

As a freshman Paula lived in a residence hall with a roommate picked out by the University. They got along well but Paula did not keep in touch with her after they quit rooming together. During her college career she formed no close relationships with any girls.

Relationship with sibling

Paula had one sister, Sara, who was four and one-half years older than she. Both she and Sara spent a great deal of time at home while they were in high school. However, Paula described her relationship with Sara as not being very close while she was in high school.

When Paula returned to the United States to begin college, Sara was the only relative living in the States. Paula spent the summer before her freshman year with Sara. Many of the weekends during her freshman year Paula went to Sara's. Vacations and breaks she also

spent at Sara's. During this time Sara was having trouble with her marriage. Paula felt that Sara needed her to talk with. She gave this as one reason for going to see Sara so often over weekends.

Paula described Sara as being like her father rather than her mother. Sara was patient with Paula and willing to listen to her. Paula said she was much more grown up when she returned to the States and seemed nearer Sara's age. During the course of her college career Paula and Sara became much closer to each other. Sara filled the roles of both parent and best friend for Paula while she was going through college.

Academic endeavors

Mrs. Reed described Paula as not really interested in school work. Paula did not enjoy studying and did not work to make good grades, although many of her teachers said she could be a straight A student if she wanted to.

When Paula began college, she looked forward to it as a chance for many new experiences. She enjoyed the classes, meeting students, and listening to speakers. Classes in which the instructor was not good bored Paula. She did not exert much effort to make a good grade in spite of poor teaching. Paula had her own ideas about what she wanted to learn. If in reading a required assignment she became interested in one particular area, she would explore it further and neglect the required work. This resulted in her obtaining an average grade in the course. She seemed content to accept average grades and learn what she was interested in.

Whenever Paula became involved in something, she let everything else go. This happened a couple of times concerning her school work.

She became deeply involved in something and quit studying and attending classes until the concern was settled.

Paula made slightly above average grades in college, despite her determination to learn what she was interested in instead of what was required. Paula was interested in obtaining a college degree. Her father had not been able to attend college, but she described him as a curious person who spent a great deal of time reading and learning. Having his daughters obtain college degrees was very important to him. After Paula got married she was not really motivated to continue school. She much preferred doing house work and being creative at home. However, out of respect for her father's wishes and her interest in obtaining a diploma, she did continue to go to school.

Effect of mother working

Mrs. Reed began working outside the home when Paula was in junior high and continued to work until they left the United States the summer before Paula's senior year in high school. Paula missed having someone to talk to when she got home from school. At that time her father worked on a night shift and was home in the afternoon, but was usually sleeping. Paula would have preferred not to have her mother working.

Employment

Paula did not have a job in high school. She said it was impossible for her to obtain a job in Brazil during her senior year because the number of jobs was limited and the labor force was large. Paula's parents did not expect her to work while in college. They preferred that she spend the time on her studies instead. Paula mentioned that her parents had been able to teach her the value of money without

expecting her to get a job outside the home. Paula described her father as being tight with money because he had not had any while growing up. The difference of opinion over when and how to spend money caused some conflict between Mr. and Mrs. Reed. A friend of Paula's mentioned that Paula had always gotten everything she wanted. She was given a generous allowance in college even after she was married. Therefore, she may not have ever had to really budget money.

Paula began selling cosmetics and lingerie part-time during the latter part of her freshman year. She got started selling through Sara who had begun working for a firm manufacturing cosmetics and lingerie. However, Paula explained that she could not devote the time to it she should and finally gave up the job during the latter part of her college career.

Dating

Paula began having boyfriends when she was in junior high school. But although she went steady with different boys in junior high, she saw them only at school and did not actually go out on dates.

Paula dated several boys in high school. She always brought the boy home to meet her parents before starting to date him. Mr. and Mrs. Reed appreciated the opportunity to meet the boys their daughters dated. When Paula came in from a date, she told her mother all about it. Mrs. Reed did not give her opinion of a boy Paula was dating until after Paula had broken off with him. Then she would mention it if there was something about the boy she had not cared for.

Mrs. Reed described Paula's dating style as going out with two or three boys for a while and then picking out one to go steady with. Mr. and Mrs. Reed did not approve of Paula going steady but did not insist

that she not go steady. Paula would go steady for a while but eventually break up and begin dating around again.

In college Paula dated one boy for a while during her freshman year but decided to break up with him. She met her future husband, Ron, two months after she began college. However, she turned down the next few dates he asked her for because she thought he was too quiet. In February she accepted a date with him. As spring wore on she began dating him more steadily. In March she went home with him to meet his parents. Her attendance at group meetings became sporadic. She readily admitted that she planned all of her activities around Ron and his schedule.

By the fall of her sophomore year Paula and Ron had decided they wanted to be married. However, they decided to wait until spring when Paula's parents could be in the States. They thought also that they could not financially afford marriage any sooner. As the months progressed they began feeling the pressures of wanting to be married but not being able to. They could not spend as much time together as they desired and they found maintaining their moral standards difficult. Ron's grades dropped greatly. The stress and frustrations they were experiencing caused many quarrels. Finally, at the end of December they decided to be married even though Paula's parents could not be present.

By coincidence Mr. Reed was called back to the States on a business trip and he and Mrs. Reed were able to attend the wedding. Having her parents in attendance at the ceremony meant a great deal to Paula although she had not even dared hope that somehow they could come.

Marriage

Paula seemed estatic in her marriage. When anyone in the group mentioned having a problem, Paula's solution was always "You should get married." Paula did not seem to need the group as much since Ron filled her need for someone to talk to, a function that the group had previously filled for her. Paula mentioned studying was easier now she was married and she was more interested in her courses. However, as the semester progressed she became more interested in keeping house and being creative around the home than she was in school. When the group met from time to time in Paula's apartment they commented a great deal on the attractive way she had fixed the apartment on a limited budget. Paula described Ron as a modern husband, one who was willing to help out around the house. Ron also worked part-time to help with expenses.

During her junior and senior years in college Paula continued to be more interested in Ron and homemaking than she was in school. Paula did continue to remain in school and planned to graduate. However, Paula felt she had already gotten the things she wanted from school, to become a cultured person and to develop her personality. She stayed in school only to obtain a diploma.

Value and belief system

Paula's parents were brought up in different faiths. Mr. Reed's parents were not of the same religion, one parent was Catholic while the other was protestant. He did not get strong religious training in either faith. Mrs. Reed was of a yet different faith. When the Reeds were married Mr. Reed began attending Mrs. Reed's church. It

was in her church that Paula and her sister Sara were raised. Mr. Reed often worked weekends and was unable to attend church. When the children were small Mrs. Reed took them to church regularly. Paula mentioned that she did not enjoy Sunday School and much preferred to be with the older people instead.

By the time Paula and Sara were in high school the family attended church only occasionally. When Paula began college she did not attend church regularly. She was married in the church she had attended while she was growing up. After she got married she and her husband visited different churches because he did not like the church Paula belonged to. At the time of the interview they were still looking for a church both of them could be satisfied with.

Paula mentioned she had been brought up with high moral standards. She thought her father's standards were even higher than her mother's. Her conviction that sexual intercourse before marriage was wrong caused a great deal of frustration while she was dating Ron, but she did not change her convictions.

Omnibus Personality Inventory scores

Paula scored very high on the estheticism scale of the Omnibus Personality Inventory indicating a great interest in artistic matters and expression. Mrs. Reed mentioned that Paula had artistic talent for drawing that she had never used. Paula's interest in exploring another culture, reading, and her desire to be creative at home support this score. She scored low in lack of anxiety, and masculinity-femininity. The low score in lack of anxiety is characteristic of a person who admits to feelings of anxiety and nervousness. Mrs. Reed

mentioned Paula's teenage years were frustrating for her. Paula did not enjoy the activities of most of her peers and therefore did not fit in. In college Paula found her female peers unorganized, immature, and silly. The period when Paula and Ron were dating and wanted to get married but had decided to wait was another very trying time for Paula. The low masculinity-femininity score is indicative of a feminine person with esthetic interests. Paula impressed the writer as very feminine. She was much more interested in esthetic matters than physical or scientific endeavors.

Summary

Since the Reeds were out of the country all during Paula's college career, she did not see them frequently. Her sister, who did live within communicating distance, served as a substitute parent. During Paula's college years, she and her sister became very close. In one respect it was probably easier for Paula to talk with her sister, Sara, than to her mother since Sara was similar in temperament to Mr. Reed whom Paula found much easier to communicate with than with Mrs. Reed.

Paula missed having her parents close by. There is little doubt that Paula's relationships with her parents while she was growing up had a great influence on her college life even though Mr. and Mrs. Reed were not in the country while Paula was in college. Paula mentioned she really needed her mother at one point when she was having problems. Even though there was a great physical distance Paula felt an emotional closeness to her parents not present in some of the others in the group. After Paula married, her husband became the one she confided in and she did not miss her parents as much.

CHAPTER X

COMPARISON AMONG GROUP MEMBERS IN DEVELOPMENTAL GOALS

In chapter one several developmental goals of late adolescence were identified. The six girls who formed the case studies for this thesis were at various stages in different tasks. Following is a discussion of the girls' stages of development at the time of the individual interviews with them. The ratings were made on the basis of criteria of optimum effectiveness in the subjective view of the writer as expressed in the writer's point of view described in Chapter II. Students were rated as they appeared at the time of the writer's individual interview with them.

Table 1

STABLIZING EGO IDENTITY

	Autonomy	Self-acceptance	Heterosexual relationships
High	Paula Harriet Barbara Wilma	Harriet Barbara Wilma Ruth	Harriet Wilma Paula
Moderate		Paula	Laura
Low	Ruth Laura	Laura	Ruth Barbara

Two girls, Paula and Harriet, had begun substantially developing autonomy while still in high school. They made use of their college experiences to further their independent functioning.

Two girls, Barbara and Wilma, seemed to have dealt with establishing independence from semi-authoritarian home situations in a fashion usually thought to characterize the "emancipation" process. Wilma's confrontation with her mother was somewhat more definite than Barbara's.

The other two girls seemed to achieve little growth toward independent and effective functioning. Laura had yet to establish boundaries. Ruth was only beginning to make decisions without her father's advice. She still viewed the world through his eyes.

Self-acceptance

Four of the girls were able to accept themselves as worthwhile. Harriet, Barbara, and Wilma seemed to have gained in self-acceptance through college. Although many of Ruth's college experiences did not seem to support her feelings of self-worth, her high opinion of herself apparently was not changed.

Paula had difficulty accepting herself. Through the group experience she gained acceptance from others which helped her increase her feeling of worth. Laura was unable to achieve a high degree of self-acceptance even though she was accepted by others.

Heterosexual relationships

Harriet and Paula had a number of effective relationships with males, both as friends and dating partners. They progressed from casual relationships to serious attachments. Paula was married during her sophomore year in college. She continued to have several boys as close friends. Wilma formed a close relationship with one boy. She

did not seem to desire forming friendships with other boys.

Laura seemed apprehensive about dating relationships. She was careful not to form any close attachments to boys. She was comfortable with friendship relationships with boys.

Ruth had much more experience in dating relationships with boys during her college career than she did in high school. She did not have any boys as friends because she did not approve of having friendships with boys. Barbara had few dating relationships and limited contact with boys as friends during college. Although Barbara and Ruth were lower than the other girls in optimal functioning in heterosexual relationships, their progress during college was probably greater than the others.

Table 2

DEEPENING OF INTERESTS

High	Moderate	Low
Paula	Harriet Ruth Laura	Wilma Barbara

Paula was concerned with learning, discovering, and exploring for its own sake. She was willing to sacrifice grades in order to explore her interests. Harriet, Ruth, and Laura were exposed in some degree by parents to becoming aware of the world and deepening their interests. They took advantage of various opportunities on campus to broaden their interests.

Wilma and Barbara seemed to achieve little development in deepening of interests. Wilma was concerned with obtaining a degree as quickly

as possible and developing a relationship with her boyfriend which left her little time for other pursuits. Barbara showed little progress toward exploring any area for self-enrichment.

Table 3

HUMANIZING OF VALUES

High	Moderate	Low
	Wilma Harriet Paula	Laura Barbara Ruth

Wilma, Harriet, and Paula showed evidence of questioning their values and accepting a less rigid measure of right and wrong. Laura, Barbara and Ruth either did not examine their values and beliefs or were able to accept only a literal belief in rules with little flexibility. All of the girls seemed somewhat bound by parents' viewpoints.

Table 4

FREEDOM IN PERSONAL RELATIONSHIPS

	Relationships with peers	Involvement with parents	
		Mother	Father
High	Harriet Wilma	Harriet Laura	Harriet
Moderate	Barbara Laura	Barbara Paula	Barbara Wilma Paula Ruth
Low	Paula Ruth	Wilma Ruth	Laura

Relationships with peers

Two of the girls took advantage of the opportunities to develop a variety of friendships during college. Harriet had many friends of both sexes as well as several close friends. Wilma formed close friendships with a number of girls and was well-liked. She chose to develop a relationship with only one male, her boyfriend.

Barbara developed a few close friendships with dormmates. She seemed more comfortable with a small number of friends than in a large group of peers. Laura had many friends, was well-accepted, and was sought out for advice. However, she seemed afraid to be herself around others. She was careful to cover up feelings of depression or unhappiness by acting extremely gay and carefree.

Two of the group members developed little in forming effective relationships with peers. Paula was able to relate to males but found it difficult to enjoy being around most female peers. She was accepted by the research group and formed rapport with some of the girls in the group. Ruth was unable to accept the majority of her female peers and disapproved of forming friendships with males. She found her peers immature and was not accepted by them.

Involvement with parents

One member of the group was able to relate to both of her parents in a growth-enhancing manner. Harriet's relationship with her parents allowed her the security and freedom to explore and develop during college.

Laura was able to communicate openly with her mother, but there was a lack of involvement with her father. She seemed unable to

separate herself from her parents. Although Barbara communicated frequently with her parents, she did not seem to be highly involved with them while she was away at college. Paula communicated infrequently with her parents. Nevertheless, there was an emotional involvement between her and her parents which afforded her some security.

Two of the girls seemed to lack any close involvement with their mothers. Wilma apparently took advantage of the opportunity to determine her own life while away at college. Being involved with her mother would have meant accepting her dominance. Ruth also had no real involvement with her mother. Both girls were somewhat more involved with their fathers. The kind of involvement did not greatly facilitate growth.

Table 5

TOTAL PERSONAL EFFECTIVENESS

High	Moderate	Low
Harriet Paula Wilma	Barbara Ruth	Laura

Three of the girls were generally effective in using opportunities for growth and development. At the time of the interview Harriet, Paula, and Wilma were progressing satisfactorily toward their individual goals.

Two of the group had made moderate progress in personal effectiveness. Barbara had achieved her goal of being admitted to the nursing program she desired. She had progressed little in developing heterosexual relationships. Ruth had begun to increase her independence

and function on her own.

The other member of the group had made little progress toward becoming an effective individual. Laura was still drifting, unable to make decisions or control her own life.

CHAPTER XI

DISCUSSION AND SUMMARY

It is well to remind the reader that while these case studies were drawn from an extensive amount of material they nevertheless have certain obvious limitations. Seeing each parent and daughter only once did not allow the writer to get a complete picture of the student-parent relationship. Since the interviews were conducted during the latter part of the girls' college careers, all information about high school and early college experiences was in retrospect and may have been distorted by time and experiences occurring since then.

Although the assumption had to be made that the information obtained was accurate, the writer is satisfied that all of the parents and daughters cooperated fully and answered all questions to the best of their ability, not consciously trying to distort any facts. Some parents were very hesitant and intimidated by the interview, but each one seemed to make a sincere effort to explain the student-parent relationship as he viewed it.

This chapter affords a brief overview and comment regarding the kinds of relationships represented in the six studies. The ratings in all the included tables were made on the basis of criteria of optimum effectiveness in the subjective view of the writer as expressed in the

writer's point of view described in Chapter II. Students were rated as they appeared at the time of the writer's individual interviews with them.

Further research is needed to investigate how different relationships affect different types of girls and which types of relationships are more conducive to enabling a girl to be able to take advantage of the opportunities during college for further development and maturation.

Five of the subjects were from middle-class homes while one girl, Ruth, was from an upper middle-class family. Five girls came from Kansas cities. The sixth girl, Barbara, was from an eastern city, but had lived part of her life in Kansas. All six subjects had siblings. Two girls, Ruth and Laura, were the oldest child in the family. The other four girls, Harriet, Wilma, Paula, and Barbara, were the youngest member of the family.

The relationships of these six girls with their parents differed greatly. Guidance ranged from authoritarian to laissez faire; communication ranged from two to three times weekly to less than monthly; and involvement ranged from close involvement with both parents to feelings of parents that any involvement was beyond their control.

Parents tended to try to continue the same type of relationship with their daughter while she was in college that they had established with her previously. If physical separation made continuation of the high school relationship difficult, parents seemed at a loss to know how to continue a relationship. This was especially true in cases where parents had maintained strict control and supervision.

Students' reactions to new situations and experiences in college were affected by their relationships with their parents. Students who

had had strict supervision sought out adult approval. The two girls who found it difficult to relate to female peers in high school continued to have the same difficulty in college.

The subjects discussed by parents and their daughters were not perceived by them as much different during college years than in high school. However, the girls felt that it became easier to understand their parents' viewpoints after having some college experience. Discussion of political matters with parents became more important to the daughters as they approached voting age.

The students were greatly influenced by their parents values and beliefs even though the parents were not present. Some of the girls were able to examine their viewpoints and decide whether or not they wanted to change their beliefs. Unless a situation forced examination, the girls seemed to accept their previously acquired values and beliefs without questioning them.

Girls who found it difficult to exercise independence at home were able to begin asserting themselves while away at college. However, acts of independence were often accompanied by guilt feelings. Returning home where parents did not expect independence caused conflict.

Table 6

COMMUNICATION

	Quantity	Quality
High	Harriet Laura	Harriet
Moderate	Wilma Barbara	Laura Paula Barbara
Low	Ruth Paula	Ruth Wilma

The quantity of contact and communication did not seem to influence the relationship as much as the quality. Wilma communicated frequently with her parents but there was little involvement. Paula was in contact with her parents much less frequently, yet felt a much greater sense of involvement with them. In Wilma's case the involvement with her mother was one in which Mrs. Kent exerted control over Wilma's actions. When Wilma left for college Mrs. Kent could no longer control and felt there was no involvement. Harriet's parents, who had shared experiences with her rather than commanding or controlling her, felt no sense of the impossibility of being involved with a child away from home. Their frequent communication and contact seemed to be the result of involvement, instead of a way of obtaining it.

Table 7

METHOD OF GUIDANCE

Effective	Moderately Effective	Ineffective
Harriet Paula	Barbara Wilma	Ruth Laura

The amount and methods of discipline and guidance greatly affected the relationship. With little guidance a child is denied the security of knowing what the limits are. He cannot be sure he will be stopped if he tries to go too far. In Laura's family there seemed to be a lack of guidelines. Over strict control offers security but does not allow the child a chance to begin functioning autonomously. Ruth had very definite guidelines, but they were so sheltering she did not have a chance to learn to function on her own. Covert control is even harder

for a child to use in learning to become self-guided. Every covert suggestion has to be tested to see if it is really an explicit limit or the child does not know the limits. Wilma tested her parents and in some cases found their suggestions binding. In other cases they were not. Discipline or control which is not explicit is very hard for a child to use in learning to function autonomously.

The type of discipline and guidance which seemed most effective in allowing the child to learn to function on his own and take advantage of opportunities for exploration and growth was one in which the parents set definite limits but allowed freedom within the limits. The reasons for the limits were explained to the child but were not changed just because the child could not understand or accept the reasons. Harriet was allowed a great deal of freedom within the limits which were set in her best interest. When she wanted to exceed the boundaries of the limits, the reason she was not allowed to was explained but the limits were not changed. Although she did not always understand or agree with the decision, she usually found out later why the limit was necessary and was glad she had not been allowed to have her way. Knowing that, when necessary, limits were set allowed her the freedom and security to explore and discover how to be in control of her own life.

Table 8

INVOLVEMENT WITH PARENTS

	Mother	Father
High	Harriet Laura	Harriet
Moderate	Barbara Paula	Barbara Wilma Paula Ruth
Low	Wilma Ruth	Laura

In order for a child to be involved with his parents, it seemed necessary each know about the other's life and be interested in and concerned about the other. In neither Wilma's nor Ruth's family did the parents make an effort to let the children know what was going on in their lives. Wilma's mother said she wanted to be involved yet when Wilma talked about a friend, Mrs. Kent could not remember anything Wilma had said earlier about the friend. Wilma soon decided that her mother was not really interested in knowing what she did. Barbara's parents made a point of letting their children know what was happening in their lives. Yet they did not seem to really know what was happening in Barbara's life. Their indifference to her excitement at being accepted by the Kansas University Medical Center was a great disappointment to her. In Harriet's family each seemed to know what the others were doing and be truly interested.

Table 9

PARENTS AS ROLE MODELS

	Mother	Father
Effective	Harriet	Harriet Paula Barbara
Moderately Effective	Laura Barbara	Wilma
Ineffective	Wilma Paula Ruth	Ruth Laura

Parents need to serve as role models and show their children how they live their lives and make their marriage work in order to give the children a realistic view of mature, adult functioning. When children can see how happiness, conflict, disappointment, and joy are used to enrich a person's life they have a basis for learning to handle these emotions and situations effectively. Ruth had idealistic views of what marriage and correct behavior were. She mentioned she had never seen her parents disagree and thought a marriage in which parents openly disagreed was not a good marriage. Barbara's parents were careful to always change a decision if they thought they had made the wrong one, but the children did not witness how the decision change was reached. In Harriet's family disagreements were openly resolved allowing the children to see how the resolution was made and that even adults do not always agree.

Katz (1968) stated, "I have been impressed by the extent to which the students move within the framework of their original family. In their activities during college, in their values and choice of occupation

most students seem to conform to the behavior and expectations of their own family." Since the family exerts such a great influence in a student's college life, the type of influence exerted is crucial. In this study the type of relationship which seemed to be most conducive in allowing the girl to take advantage of the opportunities for exploration, growth, and self-actualization was one in which as much freedom as possible was given, but definite limits were set. The parents and daughter were involved with each other in give and take interaction in which each person was genuinely interested in and concerned with the others. Communication was frequent, but more important was the quality of the communication. The relationship between the parents was such that it allowed the girl the chance to see how adults effectively handle situations and emotions.

The world of the college student is foreign to the parent even though he may himself have attended college some twenty years earlier. As the student progresses through college the world of the parent becomes increasingly remote. There is a tendency for the student to remember the home situation in terms of its pre-college character and for the parent who attended college to think of the college his daughter attends in terms of his own college days.

The parent-student relationship is a potent influence even though the participants are separated in many physical and social-psychological ways. Student behavior is conditioned by estimates of parent approval or disapproval even when parental awareness or repercussion is unlikely. Students not only have a sense of identity whose roots encompass the long history of twenty some years relating to parents, but the building blocks in their repertoire of behavior are composed of the residue of

that relationship. Mueller (1969) has demonstrated that students respond to counselors, teachers, and peers in ways similar to their relationships with parents. He also pointed out that students appear to elicit from others the kinds of response which characterized the responses of their parents.

This study of the lives of six college girls has given some impression of the variety of types of parent-student relationships. It has afforded us a wealth of material from which to generate hypotheses that may be explored in more controlled investigations.

Such hypotheses might include the following statements: Parents tend to project onto the student types of behavior which most comfortably fits with the parents' life-style. Changes in the parent world are not readily detected by the student. There is a decreasing amount of contemporary experience that the parent and student have in common with which to maintain a viable relationship. The styles of parent-student relationships which occurred during childhood and adolescence are detectible in the way in which students proceed in college.

One implication growing out of the last hypothesis would be that college planning which took into account parent-student relationships could significantly facilitate student development during college. Hopefully, the data presented here will prompt further exploration of the nature and influence of parent-student relationships and of ways in which these relationships may be more effectively utilized in the educational experiences of college students.

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APPENDIX

Omnibus Personality Inventory*

	Ruth	Wilma	Barbara	Harriet	Laura	Paula
Thinking Introversion	59	38	53	56	46	49
Theoretical Orientation	43	37	43	45	54	43
Estheticism	63	51	51	59	41	69
Complexity	57	42	49	40	49	55
Autonomy	39	53	59	46	56	55
Religious Orientation	44	57	46	41	51	52
Impulse Expression	41	41	35	42	65	50
Social Alienation	39	54	30	39	64	54
Social Introversion	30	58	40	33	54	43
Lack of Anxiety	56	59	68	56	45	34
Masculinity-Femininity	35	50	42	42	53	28
Response Bias	71	51	58	61	38	38

*Form D of the test was used and norms are national norms. All scores given are standard scores. The mean is 50. Ten points represent one standard deviation.

American College Testing Data*

	English	Mathematics	Social Science	Natural Science
Ruth	54	30	84	36
Wilma	69	58	42	84
Barbara	54	69	58	80
Harriet	62	47	65	67
Laura	77	93	65	75
Paula	99	47	77	88

*Scores are given in percentiles.

Overall Grade Point Average*

Ruth	Wilma	Barbara	Harriet	Laura	Paula
2.2	2.8	2.2	2.7	3.0	2.4

*These averages include all course work through the spring semester, 1967-68. They are based on a 4.0 system with a 2.0 being average (C).

STUDENT-PARENT RELATIONSHIPS
DURING COLLEGE YEARS

by

ELLEN MARIE HOLLINGSWORTH BLOOM

B. S., Kansas State University, 1964

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Helping students effectively plan their college experiences requires a continuing knowledge of the effects of various college situations for students with varying backgrounds and relationships. Student-parent relationships during college are an important factor to such understanding. The writer found very few studies which report specifically upon characteristics of the student-parent relationship during college. This study has undertaken to look intently at that relationship in the lives of six college girls.

The study was an extension of work being done in the Study of Student Development conducted in the Kansas State University Counseling Center. It focused upon the college experiences of six girls who formed one group in that study over a three-year period, 1965-1968. During this period the group met with a research staff member for an hour each week. In addition to material from the weekly group meetings, other information used in this study included individual interviews each semester; results of the Adjective Check List, Omnibus Personality Inventory, and Cornell Medical Index; autobiographics; and interviews with friends, relatives, and acquaintances of the subjects. Special individual interviews were conducted by the writer with each of the girls and each parent of the girls focusing on the student-parent relationship.

The relationships of these six girls with their parents differed greatly. Guidance ranged from authoritarian to laissez faire; communication ranged from two to three times weekly to less than monthly; involvement ranged from close involvement with both parents to feelings of parents that any involvement was beyond their control.

Student experience was described in terms of its effect in the stabilizing of ego identity, deepening of interests, increased freedom in personal relationships, humanizing of values, and total personal effectiveness.

The objective of this study was to achieve a functional description of the development of each girl and to parallel that description with an account of the kinds of contacts which persevered between student and parent. Material was considered in terms of the developmental stages and personal effectiveness of the girl. Special attention was devoted to describing the characteristics and seeming quality of the student-parent relationship.

The world of the college student is foreign to the parent even though he may himself have attended college some twenty years earlier. As the student progresses through college the world of the parent becomes increasingly remote. There is a tendency for the student to remember the home situation in terms of its pre-college character and for the parent who attended college to think of the college his daughter attends in terms of his own college days.

The student-parent relationship was seen as a potent influence even though the participants are separated in many physical and social-psychological ways. Student behavior is conditioned by estimates of parent approval or disapproval even when parental awareness or repercussion is unlikely. Students not only have a sense of identity whose roots encompass the long history of twenty some years relating to parents, but the building blocks in their repertoire of behavior are composed of the residue of that relationship. Data from this descriptive study will contribute to the development of hypotheses for more controlled studies.